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The role of child characteristics, parenting and other social relationships in young children's peer acceptance at school.

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**THE ROLE OF CHILD CHARACTERISTICS,
PARENTING AND OTHER SOCIAL RELATIONSHIPS
IN YOUNG CHILDREN'S PEER ACCEPTANCE
AT SCHOOL**

Maria Metaxia CALLIAS

VOLUME 2

Thesis submitted in fulfilment of the requirements for the degree of
Doctor of Philosophy, Institute of Psychiatry,
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VOLUME 2

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APPENDIX A

TABLE A2.1 STUDIES COMPARING PEER AND TEACHER JUDGEMENTS OF SOCIAL COMPETENCE
Primary school-aged children

Study	n	Ss Sex	Age/grade	Sex of raters	Type of peer sociometry /assessment	Teacher Assessment	Peer-Teacher Association
In: Krehlich & Milich 1986: Butler 1979 (unpub.)	?	?	gr 5	?	Class play	Ratings of adjustment	.67
Green, Forehard, Beck & Vosk 1980	116	b & g	gr 3 (9.5y)	both	+ nom, -nom, ratings (1-5)	Connors TRS Estimates of peer dislike (1- 5) Rating of conduct disorder; withdrawal	P dislike - T dislike .59 P +nom - T dislike -.44 P -nom - T dislike .48 P soc - T withdr .26 to .27 P soc - Connors tot -.37 to -.46 P -nom, rating - Con Sociab - .35 to -.30
LaGreca 1981	92	b & g	gr 3 - 5	same	Ratings - play, work	PEI (Pekarik et al. 1976)	Sex diffis found b g P well liked -T likeable .57 .23 -T aggr -.45 -.16 -T withdr -.43 -.61 T withdr &/or aggr identified more of less-liked Ss correctly; T likeab did not
Ledingham 1981	4110 (selected 64 aggr, 67 withdr, 77 aggr & with, 140 C	b & g	gr 1,4,7	both (sep for b&g)	PEI (nom of behav: aggr, withdrawn, aggr & withdr)	Devereux Elem Sch Behav Rating Scale	P aggr-withdr - T more deviant - sign
Ledingham, Younger, Schwartzman & Bergeron 1982	172 gr 1 346 gr 2 283 gr 7	b & g	gr 1,4,7	both (sep for b&g)	PEI (nom of behav: aggr, withdrawn, aggr & withdr)	PEI (30 Ts)	Sign P-T r on all factors (aggr, withdr, likeab) (.47 to .83) highest r for aggr. No age effects on extent of agreement

Ledingham & Younger 1985	112 selected extreme groups	b & g	gr 1,4,7	both (sep for b&g)	PEI (classification)	PEI (classification)	P-T agree on extreme groups: aggr 65%; withdrawn 85%; aggr-withdrawn 70%; controls 87%																														
Matson, Esveldt-Dawson & Kazdin 1983	58	b & g	8 - 13 yrs	both	+ nom (5)	Ranking of popularity Rating of social skill Global social adjustment rating (adapted School Behav. checklist,Miller 1972)	Sex diffs on T: gs more popular and soc.skilled than bs P+nom - T pop .62; P+nom - T soc.sk .33; P+nom - T gen soc adjust .57																														
In McConnell & Odom 1986: McConnell 1983 unpub.	43 (from 13 classes)	b	gr 1-4	both	Ratings	Social Interaction Rating Scale (Hops et al. 1978)	T-P corr .32; both T and P ratings discriminated referred from non-referred boys																														
In Krehbiel & Milich 1986: Meterko, Anderegg & Budoff 1984 unpub.	?	?	?	?	Revised class play	Bristol Social Adjustment Ratings	Psens-isol - T over control: r sign Psens-isol - T under control: r ns Paggr-disrup - T over control: r ns Paggr-disrup - T under control: r sign Psociab-leader - T over control: r sign(-) Psociab-leader-T under control: r sign(-)																														
In Hymel & Rubin 1985 Rubin 1984 unpub.	85	?	gr 2	?	Revised class play	Child Behav. Questionnaire (Rutter 1967)	Significant but moderate associations (r= .35-.50) for aggr; shy-anx-isolation																														
Rubin & Cohen 1986	86 96 69	b & g	grade 2 grade 3 grade 2&3	same	Rev. class play (Rating)	PBQ (Behar & Stringfield 1974)	<table><tr><td>r for</td><td>b: gr2/gr3</td><td>g: gr2/gr3</td></tr><tr><td>Pagg - Tagg</td><td>.38, .72</td><td>.24, .34</td></tr><tr><td>Pagg - Thyperact</td><td>.46, .47</td><td>ns ns</td></tr><tr><td>Pagg - Tanx</td><td>ns ns</td><td>ns .25</td></tr><tr><td>Pisol - Tanx</td><td>.40, .45</td><td>.35, .38</td></tr><tr><td>Pisol - Thyperact</td><td>.30, .34</td><td>ns, .24</td></tr><tr><td>Pisol - Tagg</td><td>ns .25</td><td>ns ns</td></tr><tr><td>Psoc - Tagg</td><td>ns -.26</td><td>ns, -.32</td></tr><tr><td>Psoc - Thyperact</td><td>-.37, -.33</td><td>ns, -.30</td></tr><tr><td>Psoc - Tanx</td><td>ns, -.27</td><td>ns, -.29</td></tr></table>	r for	b: gr2/gr3	g: gr2/gr3	Pagg - Tagg	.38, .72	.24, .34	Pagg - Thyperact	.46, .47	ns ns	Pagg - Tanx	ns ns	ns .25	Pisol - Tanx	.40, .45	.35, .38	Pisol - Thyperact	.30, .34	ns, .24	Pisol - Tagg	ns .25	ns ns	Psoc - Tagg	ns -.26	ns, -.32	Psoc - Thyperact	-.37, -.33	ns, -.30	Psoc - Tanx	ns, -.27	ns, -.29
r for	b: gr2/gr3	g: gr2/gr3																																			
Pagg - Tagg	.38, .72	.24, .34																																			
Pagg - Thyperact	.46, .47	ns ns																																			
Pagg - Tanx	ns ns	ns .25																																			
Pisol - Tanx	.40, .45	.35, .38																																			
Pisol - Thyperact	.30, .34	ns, .24																																			
Pisol - Tagg	ns .25	ns ns																																			
Psoc - Tagg	ns -.26	ns, -.32																																			
Psoc - Thyperact	-.37, -.33	ns, -.30																																			
Psoc - Tanx	ns, -.27	ns, -.29																																			
No inform. re sociometry - T ratings (Peer Rev CP-sociometry: r=.23 to .75 except Gr2 b: aggr-sociom ns)																																					

Foster & Richey 1985	134	b & g	gr 4-5 (5classes)	same cross	+nom, -nom; status	Kohn Social Competence Scale	P accept and ignored better adj. than rejected on T interest-participation and T co- op/compliance subscales
In Foster, Bell-Dolan & Berler 1986: pilot data Foster & Richey 1985	125	?	gr 4-6 (5classes)	?	+nom, -nom; status (Cole et al. 1982)	Nom-3 popular -3 needy for social	Tpop - P accept 43%; p. neglect 14%; contro 14%; other 29% Tneedy - P accept 13%; -reject 33%; -neg 13%; contro 13%; -other 27% Some T-P disagreements even at extremes though assoc are sign.
French & Waas 1985	sel. from 870	b & g	8 - 11 yrs	same	+nom, -nom, status	School Behaviour Checklist	More problems in rej. than neg. av., pop; Problems of neg=av.
French, Waas & Tarver- Beiring 1986 (study 2)	341	b & g	8.2 (gr 2) 11.2 (gr 5)	same	+nom, -nom, status (Cole et al. 1982) Rating	Rating of acceptance (5 pt scale) (Roff et al. 1972)	Trat - Ppos nom $r = .48$, Trat - P rat $r = .58$, Trat - Pneg nom $r = -.44$
French 1988 Study 1	Screened 325 b selected 41 reject, 13 pop	b	9, 10 yr (gr 3,4)	same	+ nom, -nom, status	Self control Rating Scale (Humphrey 1982) Social Behav. Rating Scale - PBS and NBS (Walker et al. 1978)	2 clusters within Prej: (i) antisoc - T hi neg behav, low pos, low self control (ii) not antisoc: T low pos behav.
French 1988 Study 2	Screened 530 b selected 48 reject, 24 pop	b	8 - 10 yrs	same	+nom, status (Cole & Dodge 1986) Ratings PEI	School Behaviour Checklist (Miller 1977) Self-control Rating Scale	2 clusters in Prej: (i) antisoc: T-lack of self control, hostile, more total behav. problems than Par and Ppop. (ii) not antisoc: withdrawn on PEI, T-high anxiety, hostile isolation on SBC
Bierman 1986	50 of 170	b	grade 1-3	same	+nom, -nom, Rating PEI (abridged) - classfn	PEI Abbrev. Connors Rating of Peer Liking	T-P PEI: likeab .42; withdrawn .44; aggr .71 T likeability - P+nom .33; P-nom -.22 Taggr and disrupt - P-nom .41 to .44 Taggr and disrupt - P+nom -.35 to -.44

Masten, Morison & Pellegrini 1985	612	b & g	grade 3-6	rate same and opp sex separ.	Rev. class play	Devereaux Elem. Sched. Behaviour Rating Scale (Spivack & Swift 1967)	P disruptive - T disrupt .57 P disruptive - T opposition .53 P isolated - T poor compreh .42 P isolated - T poor attention .42 P positive - T co-op/imitating .25 P isolated - low IQ & attainments -.50 -.45 P positive - hi IQ & attainments .39 .55
Coie & Dodge 1988	Selected 62b from 25 gr 1 cl and 86 b from 28 gr 3 cl	b	6 - 7y 8 - 9y	same	+nom, -nom, status peer ratings of behavior (nominate for behavioural descriptions)	Teacher Checklist (5pt scales) (Coie & Dodge 1986)	P rej - T more aggr, less prosoc, more isol than P av. Controv, negl - more T aggr than P av. Pop - T less aggr, more prosoc, less isol than P av. Age diff: gr 1 less overall disturbed than gr 3

APPENDIX A

TABLE A2.2 STUDIES COMPARING PEER AND TEACHER JUDGEMENTS OF YOUNG CHILDREN'S SOCIAL COMPETENCE

Study	Ss n	Sex	Age	Sex of raters	Type of peer sociometry /assessment	Teacher Ratings	Peer-Teacher Association
McCandless & Marshall 1957(b)	48 (in 3 classes)	b & g	preschool 4-5 yrs	both	+ nom of best friends	Nominations of best friends	Inconsistent over 3 to 4 repeated assessments .53 to .85 One class .47 - .68 on 3 occasions. Other 2 classes .19 - .63 Teachers differed widely in their ability to predict children's friends.
Greenwood, Walker, Todd & Hops 1979	299 in 20 classes	b & g	3 - 7 yrs	both	+ nom (play) (1 mo. test-retest: avg. .35, range .28 - .71)	Rank of verbal interaction Rank on popularity Social behaviour rating scale (Greenwood et al.) (high 1mo. test-retest correlates. .67 to .82)	1st assess: P +nom - T pop .57 P+nom - Tinteract, Tbehav: .23, .27 2nd assess: P +nom - T rank pop .57 P+nom - T interact, Tbehav: .41, .43
Connolly & Doyle 1981 Study 1 Study 2	66 121	b & g b & g	3.6 - 5.6y 3.5 - 5.5y	both both	+ nom + nom	Ranking of popularity Kohn Social Competence Scale	Ppop - Tpop .35 Tpop - pred. of behav on Kohn; Ppop ns predictor Ppop - Tpop .55 T pop & P pop predict behav on Kohn
Millich, Landau, Kirby & Whitten 1984	86 (in 12 pre- schools)	b	3.2 - 6.7y (m 5y)	both	+nom, -nom behav norms (aggr, hyperact, sociab)	Conners (1969) TRS - 3 factors SNAP checklist (for ADD)	Ppop - Tproblems r -.31 Prej - Tproblem r .33
Landau, Millich & Whitten 1984	49	b	6 ² y (Kg)	same	+ nom, - nom	Ranking of popularity Rating of aggression (Loney & Millich 1982)	Tpop - Ppop .50; Tpop - Preject -.59

Rubin & Clark 1983	123	b & g	4 yrs	both	rating	PBQ Behar & Stringfield 1974)	Pneg rat correl with: T anx/fearful .19; T hostile/aggr .44: T hyperact/distract .40 Ppos rat correl with T anx/fearful -.18; T hostile/aggr = -.26 T hyperact/distract -.22
Rubin & Daniels-Beimess 1983	72	b & g	5 ^y - 6 ^y (Kg-grt)	same	ratings	PBQ (Behar & Stringfield 1974)	Kg: Ppop corr -ve with T hostile/aggr & with T hyperact/distractible Gr1: Ppop corr -ve with T hostile/aggr & with Tanx/fearful
In Hymel & Rubin 1985: Olson, Johnson, Belleau, Parks & Barrett 1983, unpub.	?	?	preschool	?	ratings	Ratings of peer interaction and of social co-operation	Ppop - Tpeer interact r .23 Ppop - Tsoc co-op r .26
In Bullock et al. 1988: Olson & Lifgren 1986 unpub.	?	?	4 - 5 yrs	?	+ nom, - nom, ratings	Ratings of peer interaction	P ratings and P+nom assoc with T +interact P ratings and T aggr - inverse correl P-nom correl inversely with T +interact P-nom correl with T aggr
Ladd & Mars 1986	63	b & g	4 - 5 yrs		ratings of prosoc, aggr & non-soc behaviour	Ratings of prosoc, aggression and non-soc behaviour	P aggr - T aggr (phys & verb) .54, .41 Pprosoc - T soc conversn .29, T co-op play .39 Psol - Tsol play .26; P-T T-orient ns
In Bullock et al. 1988: Poteat & Ironsmith 1987 unpub.	?	?	4 yrs	?	ratings + nom, - nom: soc. preference	PBQ (Behar & Stringfield 1974)	P soc pref and T-PBQtot -.69 P ratings and T-PBQ total -.65
Howes 1987	252	b & g	3 - 6 yrs		ratings (test-retest .76 to .84) Nom. - for recip friends status (test-retest .54 to .77)	Rating scale yielding 3 clusters: difficult, hesitant, sociable Nom 3 best friends	P rat - Tsociab .37 (3yr olds), .24 (4-6yr olds) P rating - Tdiffic: -.22 (3yr olds), -.25 (4-6yr olds) P rating Thesis -.29 (3y), ns (4-6yr olds) Pfr - T fr dyads -.78% agree (more agree for 3yr olds than for 4-6 yr olds)

APPENDIX A

TABLE A3.1 ATTACHMENT AND PEER RELATIONSHIPS

Study	Ss	Attachment/parent-child relationship	Peer relationships (and other child assessments)	Association between parent and peer measures	Other findings
Lieberman 1977 (cross-sectional)	40 b & g mid-class, white, intact fam (3 div)	At 3 y: Lab SS (Ainsworth Stranger Sitn) Home obs. (narrative) Mo (mother) interview - attitude to aggr and peer contact	At 3 y (4mo later): Lab 15 min play with same sex, same age, unfam peer (P)	Lab sec A-pos respons to peer - sign; -sociable ns Home sec A - more responsiveness, more recipr interaction, (.55) less neg behav (- .45) Mo poor control of C's aggr - less responsive to peer, less recipr interaction Mo discourage peer contact - less responsiveness & more neg behav.	Sec A - past P experience - sign (.61) but attachment-peer associations still significant after prior P experience partialled out.
Easterbrooks & Lamb 1979 (cross-sectional)	42 b & g Sec Attach mid-class white	At 18 m: Lab Ainsworth SS	At 18 m: subgroups SA b1/b2,b3,b4 obs in unfam playroom with unfam b1/b2 peer	SA b1/b2 - more freq and sophisticated P interaction than b3, b4	SA b1/b2 - more distal mother interaction; b3 and b4 - more proximal mother interaction - more independent exploration - more extensive P interaction
Waters, Wippman & Sroufe 1979 (study 2) (longitudinal)	32 b & g mid class stable fam circs	At 15 m: Lab Ainsworth SS	At 3½ y: In preschool class: Qsort based on 5 wks obs by indep Obs (adapted Baumrind 1968)	Sec Att - pos social skill and soc competence	SA - pos egostrength/effectance

Pastor 1981 (Minnesota high risk sample) (longitudinal)	62 1st born b & g Lower SES 30% white, 53% single mos	At 18 m: Lab Ainsworth	At 20-23m: Lab, 30min Pplay with unfam, same sex and age SA peer At 24 m: Bayley DQ	SA - more sociable and peer oriented than IA (insec attached); SA and IA (anx-avoid) make more social offers than IA (anx- resistant); IA (ar) ignore P more than SA and IA (aa); SA redirect activity after a struggle more than IA.	SA and IA (aa) orient more positively to mother than IA (ar); IA (ar) more negative with mother; SA more compliant than IA Mothers of SA and IA (aa) more accepting than mothers of IA (ar); IA more rebuffed by mothers than AS
Stroufe 1983 (Minnesota preschool project) (longitudinal)	40 b & g selected from 2 nursery classes SA and IA matched for IQ, race and age Poverty SES	At 12 m and 18 m: Lab Ainsworth (62% stable attach)	At 48 m: Obs by 30 observers in N class Teacher rankings, ratings Qsorts and PBQ (3T for each ch.) Peer sociometry	Stable SA: positive self-esteem, social competence, empathy, positive affect, more friends, popularity, better social skills IA (aa): socially isol, less soc compet, neg affect and little pos affect; hostile (T) IA (ar): tense, helpless and fearful SA assoc with greater soc compet, soc skill, more friends, popularity and fewer problems	SA - better egoresilience, more independent IA (aa) less egoresilience IA (ar): more impulsive
Erickson, Stroufe & Egeland 1985 (Minnesota high risk project) (longitudinal)	96 b & g (incl Stroufe 1983 Ss) lower at, 'risk' SES 80% white	At 12 & 18 m: Lab Ainsworth At 2 y: Mo-child problem solving At 42 m: Mo-child teaching At 30 m: HOME (Caldwell) At 30, 42 & 48 m: Life events	At 4½ - 5 y in preschool/day care: obs ratings of behav. Teacher-PBQ At 24 m: Bayley DQ, language scales	IS (ar) - Poorer soc skills, less confidence, less assertive (on obs) IS (aa) - poorer soc skills (on obs) IS (aa) are most unhappy, impulsive and hostile (on PBQ)	Some SA (8/24) have problems and some IA (6/25) do not. Sec A with problems have mothers who are less supportive, inconsistent, more confused, disorganized, less involved and have fewer appropriate toys at home. Children show more neg affect and less affection. IA without problems have more competent mothers and are themselves more enthusiastic, compliant and affectionate. AS and IA without behav problems have higher cognitive and language skills.

Troy & Sroufe 1987 (longitudinal) (Minnesota high risk project)	38 b & g 4-5 yrs old urban, poor (subsample)	At 12 & 18m: Lab Ainsworth	At 4-5 y: At least 7 x 15 min dyadic play sessions same sex play pairs, all combinations of Attach classification	SA: no victimization; with oppressive P, counter-assert or stay away IA (ar): victimized IA (aa): victimized unless with more powerful P	IA with IA: victimization evident within 2-3 sessions
Lewis, Feiring, McGuffog & Jaskir 1984 (longitudinal)	113 mid class white	At 12 m: Lab Ainsworth (modified reunion)	At 6y: CBP (Achenbach & Edelbrock 1981) Social network inventory Life events	Sex differences IA boys have smaller soc networks and more behav problems especially internalizing (40% IAb) Girls: ns; slight tendency for IA to link with hyperactive and aggr problems	In IA boys, small soc networks and more life events lead to problems
Park & Waters 1989 (cross-sectional)	33 4 yr old b & g and best friend (known 7+ m) mid class	At 4 yrs: Attach Q set (Waters & Deane, 1985) by mothers (15 SA dyads 18 SA-IA dyads)	At 4 yrs: Lab 1 hr free play of C & best friend 2 indep Os did Q-sets of dyadic relationships	SA-SA dyads: more positive and harmonious interactions, less controlling, more responsive and happier than SA-IA dyads Equal amount of conflict but SA dyads resolved by negotiation more peacefully	
Pierrehumbert, Iannotti, Cummings, & Zahn-Waxler, 1989 (longitudinal)	33/49 Mo-C pairs with same sex family peer and P's mo (from much larger sample at 2 y) b & g, mid class intact families	At 2 y: Lab Ainsworth (reunion) during dyadic play with both Mos present At 5 y: Play session with family peer & Mos Mo rating of peer contact At 5 y Play session with family peer and Mo	At 2y: Lab dyadic play with family peer: Mo free to interact, Mo occupied, Mo absent Mo rating of peer contact At 5y Lab dyadic play with same sex, same age family peer. mos present: occupied or free to interact; Mo rating of peer contact	IA less soc responsive to peer and Mo - effect larger at 2y than at 5y. No correl between responsiveness at 2y & 5y SA at 2y associated with general friendliness at 5y	Moderate relationship between social responsiveness to Mo and peer at 2y and 5y; more responsive to Mo than peer More interaction with Mo reduces opportunity for interacting with peer Mos of IA 2y olds more responsive than Mos of SA 2y olds, at 5y-not sign.

Renkin et al. 1989 (Minnesota high risk project) (longitudinal)	191 b & g low SES 62% unmarried mos, 86% unplanned pregnancies, high stress and unstable background Recruited in pregnancy	<p>At 12 & 18 m: Lab Ainsworth</p> <p>At 24 & 42 m: HOME (Caldwell)</p> <p>At 7, 8 y: Records examined for abuse/neglect (ever) Mos IQ (3 subtests of WAIS) Life stress-lifelong- repeated assess SES-composite</p>	<p>At 7-8y: In grades 1-3: (7-8 y): Q-sort based on 4-8 hrs obs in class by graduate students (reliabil .5-.6) (Aggr & passive-withdr scales) Teacher ratings: of aggr and passive withdrawal; CBC(T version): Devereaux elementary behaviour rating scale</p>	<p>Sex differences for early attachment - later problems: For girls: ns For boys: 12 m attach - ns; 18 ms attach sign rel to problems at 7-8y: IA (aa) aggr; IA (ar) passive withdrawal problems Many early predictors of aggr and withdrawal for bs, fewer for gs. Multiple regr for bs: C.development (attach, negative affect), maternal hostility and (to lesser extent) life stress predict aggr; C.development (IA-ar, coping, enthusiasm), incompetent care (neglect, Mos IQ) predict passive withdrawal For girls: same pattern but weaker for aggr and ns for passive- withdrawal</p>	<p>Aggression highly stable, not related to IQ; passive withdrawal less stable and associated with lower IQ; some overlap between aggression and passive withdrawal Girls cluster round non-pathological scores; probably less discrimin of predictors for gs</p>
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<p>Stroufe, Egeland & Kreutzer 1990 (Minnesota high risk project) (longitudinal)</p>	<p>190 b & g (of 267 families) recruited in pregnancy, Mos age 12-37y, 62% single parents, 86% unplanned pregnancies, 80% white</p>	<p>At 12 & 18 m: Lab Ainsworth</p> <p>At 30 m & 6 y: HOME (Caldwell)</p>	<p>At 24 m: Tool problem - Mo-child interaction Composite preschool competence measure:</p> <p>At 42 m:Mo/child teaching task; Barrier box - child alone;</p> <p>At 54 m: curiosity box - child alone.</p> <p>In KG, Gr 1, 2 & 3: Teacher rankings of peer competence, emotional health yielding soc competence composite; CBC (Achenbach & Edelbrock, 1986)</p> <p>At 10 y: in 4 week summer camp: (n = 47) counsellors rate of peer competence, self confidence</p>	<p>T-tests and regression analyses on composite variables At school, group 1 (n = 11) with positive adaptation at 12-24m but poor adaptation at 42-54m showed great rebound, doing better on emotional health/peer competence than group 2 (n=60) with consistent poor early adaptation Preschool adaptation (n=151) predicted by HOME at 30 m and attachment Grade 1-3 competence (emot + soc) predicted by: 6 y HOME, teacher rank of soc-emot competence in Kg, adaptation in preschool, HOME at 13m; but infant attachment - ns. If preschool functioning excluded, infant attachment adds significantly to variance Summer camp composite (n=47) predicted by elementary school composite & attachment (12-18m)</p>	<p>NB - peer competence not measured independently of self-confidence or emotional adjustment - composite used in all analyses.</p>
<p>Bates, Maslin & Frankel (1985) (longitudinal) (selected data)</p>	<p>54 b & g 3 yrs lower mid class normal</p>	<p>At 13 m: Lab Ainsworth attachment</p>	<p>At 3 y: Mo-PBQ (Behar & Stringfield 1974) Teacher-PBQ (other measures at earlier times)</p>	<p>Attach - Behav problems : ns</p>	<p>Mo's perceptions of C predicted behav problems at 3y.</p>

<p>Bates & Bayles 1988 (longitudinal)</p>	<p>168 b & g at 6 m 70 consistent thereafter 20-40 fluctuating at ages 3, 5 & 6 y</p>	<p>At 13 m: Lab Ainsworth</p> <p>At 6, 13 & 24 m: HOME Obs at home</p>	<p>At 6, 13, 24 m: Mo temperament Q</p> <p>At 3y: Ma - PBQ (Behar & Stringfield) T - PBQ</p> <p>At 5-6 y: CBCL (Achenbach & Edelbrock) ?m/t</p>	<p>Infant Attachment - behaviour at 5-6 y: ns though most IA have problems.</p> <p>Predictors in regr equation:</p> <p>i) bs externalizing at 5-6y: Lack of mos affection and play in obs at 24 m, maternal perception of early diffic and mat hostility</p> <p>ii) bs internalizing problems at 5-6 y: maternal stimulation high at 13 m but low at 24m</p> <p>iii) gs externalizing at 5-6 y: externalizing problems at 3 y, Mo-Ch obs show low maternal affect but high object interaction at 6m & 13m, low maternal punishment at 24m</p> <p>iv) gs internalizing at 5-6 y: int and ext problems at 3y, low affect in maternal interaction at 6m but high object commun at 13m, low child self help and mastery at 24m</p>	
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Cohn 1990 (cross sectional - over few months)	89 b & g 6.2 y mainly white mid class 87% participation	<p>Summer prior to entering grade 1: Lab attachment (reunion after 45 mins sep)</p> <p>Mo-ch 10 min structured and unstructured play</p> <p>Mo report of peer experiences</p>	<p>Summer prior to entering grade 1: In lab: C: Woodcock- Johnson test of cognitive ability EAS temperament scale (by Mo)</p> <p>In 1st gr (Nov/Dec): peer sociometry: + & - norms, ratings, status; behav category norms</p> <p>Teacher-CARS (classroom adjustment scale)</p> <p>Health resources inventory (pers & soc competence)</p> <p>Rating of liking</p> <p>14 college students: rated C photos for attractiveness</p>	<p>Sex differences b: IA associated with being less liked by peers & teachers, seen as more aggr and disruptive by peers, as having more behav problems and less soc competence by teachers. g: Same direction but ns</p>	<p>All rejected children were boys, girls more popular than boys, Attachment not related to any demographic, family, child background variables. Association between attachment and soc competence at school not explained by physical attractiveness, poor peer experience or other variables.</p>
Fagot & Kavanagh 1990 (Oregon toddler project) (longitudinal)	81/109 b & g 97 in 2 parent families, Hollingshead 4 (1-9) Low risk representative sample	<p>At 18 m: Lab Ainsworth</p> <p>At home 4 x 1 hr obs of Mo-C interactions</p>	<p>At 18 m: Temperament (Mo rating) In Lab preschool: 5 x 15m obs (O ratings) At 24, 27, 30 & 48 m: In Lab preschool 5 x 15m obs (O ratings) Parent report of problems Teacher ratings At 18 & 30 m: At home toddler playgroup obs.</p>	<p>Composite scores used Sex differences g: IA (aa) associated with diff behav and low peer acceptance (T&O) b: ns Attachment-problems above cut-off at 4 y: ns</p>	<p>C problem ratings from 18m to 4y - very high stability</p>

Booth, Rose-Krasnor, & Rubin 1991 (Longitudinal)	38 b & g mid class & high risk 94% caucasian 36 b, 33 1st born	<p>At 20 m: Lab Ainsworth (incl D classification)</p> <p>At 4 y Mo's management of dyadic play in lab</p>	<p>At 4 yrs: Lab play with unfam, same sex peer in SA/SA or IA/SA dyads and both middle or high-risk background i. 10 mins block building (focal C & M & peer) ii. Novel toy- C & peer on own Coded on social problem-solving codes</p>	<p>SA associated with less aggr and neg interchanges; SA mid-class ch seek information, have joint play goals and use indirect requests SA mid cl ch are more successful than IA mid-class and SA high-risk children SA and IA high-risk children equally successful in reaching goals ? because hi-risk ch use more aggression.</p>	<p>Mos of IA ch begin with action goals and adult-centred goals; Mos of SA use questions, and fewer indirect requests. Class diffs in maternal style: Mid cl - more information seeking goals, fewer begin and stop actions and fewer adult-centred goals than WC; mid cl mos ask more questions, give fewer commands, and use fewer high power strategies. No attachment - social class interactions</p>	
Turner 1991 (Cambridge, U.K.) Cross sectional, but part of longitudinal sample)	40 b & g 2nd born 2 parent fams wide SES (80% intermed & skilled)	<p>At 4 y: Lab Ainsworth-modif (reunion after 10 mins separ)</p>	<p>At 4 y: Preschool focal ch obs. 3 x 30 mins (within 2-4 week period), continuous description and child speech recorded</p>	<p>Sex differences IA b - more aggressive, disruptive, assertive and controlling IA g - more dependent, less assertive and controlling, more positive expressive behaviour and compliance SA b & g similar behaviour (and IA g similar on some behaviours)</p>		

vanIjzendoorn, Kranenburg, Zwart-Woudstra, vanBusschbach & Lambermon 1991 (Longitudinal) (Nijmegen, Netherlands)	80 b & g at 12 m, 68 b & g at about 3y Mainly mid class, 2 parent families	At 12-18m: Lab Ainsworth and free play with Mo, Fa, & prof. caregiver (3 m apart) At 3 y: Lab Ainsworth 15m in free play with Mo & with Fa Parental bonding instr. (Parker et al. 1979) Nijmegen-California Qsort with 27 Mos & 29 Fas (seen sep) Adult attach interview (AAI)	At 3 y: T: PSBI (Hess et al., 1966) - aggr, sociability, timidity and independence Mo & Fa: Qsort-egoresilience, egocontrol	Attachment associated with PBI, over-protection and love Dismissive Fas had less social, less timid and more aggressive children; Preoccupied Fas had less independent children than dismiss or auton Fas.	Mos of SA g more sensitive than Mos of IA g but Mos of SA b less sensitive than Mos of IA b Fas of SA infants more sensitive than Fas of IA infants (b=g) Autonomous (AAI) Mos more sensitive than dismissive/preoccupied mos to g not b; Fas: ns Parent/child attachment: sign 77% agreement for Mo-inf classification; 62% for Fa-inf (ns) IA Mos have less resilient and undercontrolled children Fa's attachment- ch behav: ns Mo's attachment - PSBI: ns
Suess, Grossman & Sroufe 1992 (Germany) (Longitudinal)	39 b & g in 38 playgroups Mainly mid class	At 12 & 18 m: Lab Ainsworth with Mo or Fa	At 5 y: in 38 playgroups: direct obs 1-2 hrs narrative codes on play, interpersonal contact, conflict res solution, behav problems - aggreg. scores. Soc cogn: 6 cartoon based conflict tasks (n=30) T-Block Qsort - soc functioning	Analyses on single variables and composites SA to Mo - good play patterns, competent conflict res, fewer behav probs & realistic wellmeaning soc perception SA to Fa - competent conflict res only Total competence assoc with SA to Mo, not to Fas. But combined Mo-Fa attachment is best predictor of competence. Sex diffs: For g: SA to Ms - sign less behav problems; sim for b but ns.	

LaFreniere & Sroufe 1985 (Minnesota Pre-School Project) (Longitudinal)	40 4-5y, 1st born, in 2 pre-school classes Mainly urban WC, some high risk	At 12 & 18 m: Lab Ainsworth	At 4-5 yrs: Teacher-rankings soc competence. Peer socio +-nom, -nom Obs in class - soc behav & affect At 9 yrs: reports on no. of friends.	Sex diffs: boys: most ns girls: SA gs were more soc competent, better liked & less neg affect. IA (ar) gs showed less soc dominance & less participation than IA (aa) gs. Attachment & no of friends or best friends at 9 yrs - ns.	Bs had more male friends, gs - ns.
Grossmann & Grossmann 1991 (Longitudinal) (Germany)	?	At 12 & 18m: Lab Ainsworth - Mo & Fa, sep.	Obs-ratings. At 10 yrs: Interview with child.	SA - more soc skilled SA to both parents - most soc competent. At 10 yrs: SA have 1+ good friends, IA have fewer friends & more probs, (eg ridiculed, excluded).	Fa attach less predictive than Mo attach.
Jacobson, Tianen, Wille & Aitch 1986 (Longitudinal)	24 b&g (9 avoid, 10 ambiv, 5 secure) upper mid cl.	At 18 m: Lab Ainsworth	At 24 m: 15SA, 15 IA (aa), 15 SA (ar) obs for 25 mins in lab dyadic play with unfam, same sex SA peer.	Attach-init interaction: ns SA & IA (aa) more onlooking than IS (ar). IS (ar) more sol play than SA, IA (aa).	
Jacobson & Wille 1986 (Longitudinal)	24/127 b & g (8 SA, 8 IA aa, 8 IA- ar). Middle-upper middle class, Caucasian, 60% 1st born, 30% in pre-school.	At 18 m: Lab Ainsworth.	At 24 m: lab obs of 25 min play with same sex unfamiliar SA peer (15 ch in each gp). At 36 m: Peabody Vocab. Mo record of peer contact over 2 wks (8 ch in each gp.) (24 seen at 24 & 36m).	Attach - peer init, interaction: ns at 24m, & 36m (though trend at 36 m). SA - more pos peer response at 3y (not 2y): SA received more + responses, IA (aa), least + responses, IA (a - r) more resistant & agonistic responses. These diffs not related to focal Cs sociability, peer exp or Peabody Vocab.	SA more explor of novel environment, more imag play than IA.

Lewis & Feiring 1989 (Longitudinal)	125 b & g	At 12m: Lab Ainsworth - Mo	At 9yrs: Interview with child re no. & sex of friends.	Attach - no. of friends, no. of best friends: ns. SA boys had more male friends than IA boys; no. of friends: ns. For girls, attach & sex of friends: ns.	
Cassidy 1988 (Cross-sectional)	52 b & g, 6 yrs white middle class	At 6 yrs: Lab attachment - reunion with Mo after 1 hr separation (twice)	At 6yrs: C interviewed re self concepts, self esteem, using puppets & dolls & Harter Scale	SA - self esteem more realistic; not perfect or negative self-concepts SA - better perceived peer acceptance	
Youngblade & Belsky 1992 (Pennsylvania Child & Family Development Project) (Longitudinal)	73 b & g white mid-working class	At 1 & 3 yrs: Lab Ainsworth - Mo & Fa	At 5 yrs: Lab play with close friend of same age & sex	SA & positive parent/child rel - more positive friendships; but also some counter intuitive findings, e.g. i) more positive Mo-C relationship - lower levels of dyadic positive interaction; ii) secure infant-Fa attach - less positive dyadic friendship	

Bates, Maslin & Frankel 1985 (Longitudinal)	160 at 6 m 120 at 3y. b & g Upper middle (14%) middle (70%) and working class (16%)	<p>At 6 mos: Home: obs of Mo-C interaction 2 x 3hrs. HOME (Caldwell) In lab: video of M-C face to face interaction. Mo's personality-social desir.</p> <p>At 13 mos: Home: Obs 1 x 3hrs HOME Lab: Ainsworth (n = 74)</p> <p>At 24 mos: Home: obs 2 x 3hrs of Mo-c interaction. Post-observation questionnaire</p> <p>At 36 mos: Spanier Dyadic Adjustment Scale.</p>	<p>At 6 mos: Infant Characteristics Questionnaire (ICQ). Revised Infant Temperament Questionnaire (Carey & McDevitt 1978). Bayley.</p> <p>At 13 mos: Bayley</p> <p>At 24 mos: Peabody PVT. Bayley Mo-infant problem solving (Matas et al.) (n=48) ICQ</p> <p>At 36 mos: PBQ (Behar & Stringfield, 1974) by Mo & by 2nd care-giver for n=97. M-2nd care-giver correlations weak to modest (-.03 to .25).</p>	<p>Attach & temp at 6m & 24 m: ns Attach - temp at 30m: IA assoc with low soc responsiveness; rest ns. Attach & behav probs at 3yrs: ns. 2nd order regression: IA (aa) ch seen by care-giver as anxious at 3yrs.</p>	<p>SA assoc with maternal affection, responsiveness C initiations, well organized on HOME, mutuality in interaction at 6 mos & 13 mos. SA & rel with Mo at 24 m modest: less negative control by Mo. IA assoc with resistance to control, neg & conflictual interaction and non-compliance & prob solving. Maternal percep of diffc temp predicted later behav probs (not assoc with bias, defensiveness or social desirability). Diffc temp at 6-24 m predicts anxiety & unsociability at 3 yrs. (Note opposite assocns for Mo & 2nd care-giver.) Mo's percep of diffc temp also predicts hostile probs. Care-giver hostility predicted by low SES, MPQ unsociability & neg adaptation & ICQ. Hyperactivity (Mo & 2nd care-giver) by predicted poor language.</p>
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TABLE 3.2 PARENTING AND PEER ACCEPTANCE AT SCHOOL

Study	Ss	Parenting Measure	Peer Acceptance	Parent/Peer Associations	Other
Elkins 1958	8th gr, b & g	Par satisfaction with child	Sociometry	Better PA - better parent satisfaction	
Winder & Rau 1962	4-6 gr bs mid class (55% of 262 families)	Stanford parent attitude Q (6 summary scales)- by 118 Mos, 108 Fas	Peer nomination inventory 262 of 710 bs (selected on basis of aggression and dependency scores)	P likeability - parents (Mo & Fa) not aggr or punitive, less tolerant of aggr; Mos have high self-esteem and are well adj; Fas have high regard for sons P deviance (aggro and withdrawn) - parents ambivalent, punitive and restrictive	
Armetrout 1972	48b & 48g 4-6 gr in 4 schools work class	Child perceived parenting (Schaefer 1965)	Sociometry: +nom	Popularity - better accept by parents Pop - parent control - ns	All children felt more accepted by Mos than Fas.
Roff et al. 1972	6-8 gr	Parent affection (ch & parent report)	Peer acceptance	Peer acceptance - greater parental acceptance and warmth esp with Fa.	Assocs higher with child than parent report of affection
Kolvin et al. 1977 (U.K.)	515, 7 yr old b & g in 6 schools All soc classes	Mo Q on sociability, other social and family characteristics	Sociometry: + nom, & -nom Rutter A & B scales	Peer rejection and isolation: Mos isolated, larger sibships, more social services contact Peer isolation - Mos less sociable, trend to being 1st born (but ns) Preject - punitive par discipline, withdrawal of privileges and less Induction	Rejected have more behaviour problems than control children (rejected more antisocial, isolated more neurotic)

MacDonald & Parke 1984	27 3-4 yr old b & g mid class	Home observations of parent/child in play 20 mins Mo-ch normal play & physical play 20 mins Fa-ch normal & physical play	Teacher rank popularity, Teacher-Qsort (Calif. Baumrind) Obs 12 min play with 3 same sex classmates	b: pop, pos soc 1 x with peers - Fa more physical play, pos affect, low directive - Mo more verb stim unpop, withdrawn, spectator - Fa directive g: pop, pos soc 1 x - Fa more phys play pos affect, low direct (= pop b), - Mo more directive abrasive with peers - Fa phys play, Mo directive	b: Fa directive - b seeks T approval NB high directive Fas were significantly more directive than high directive Mos. Fa directive associated with concern for teacher approval and attention (and with negative social interaction with peers - withdrawn, seldom sought out, spectator)
MacDonald 1987	36 3-5yr old bs (12 pop, 12 rej & 12 neg) selected from 7 nursery classes	Physical play with Fa	Sociometry - ratings by b & g and + nom - nom	Rejection and being out of control assoc with high rates of physical play with Fa and over stimulation Negl boys - play with Fa was least affectively arousing.	
Hops & Finch 1985 Eugene-Springfield, Oregon	42 families (subset of 240ch from 17 classes in 10 preschools - (Headstart to private schs) broad SES 28/42 2 par-fams Hi, mid & low scores on soc competence (composite)	Home observations 5 x 1hr fam obs coded using MOSAIC (Oregon SLC obs methods) General parenting P-C interaction: rates of interaction contingent behav.	Sociometry - pair comparisons (popularity, no. of friends) Parent - Becker subscales: withdrawn-sociable submissive- dominant Teacher judgements - Greenwood et al. scales: Soc. behav. rating scale verbal ranking scale Used composite based on above 3 sources	Amount of par attn. assoc with soc compet. Total rates of par behav, contingent behav - ns For intact fams: Fa's behav - soc comp ns Mo's tot behav & normative behav sign assoc with soc compet.	No. of sibs assoc with soc competence

Putallaz 1987	42 gr 1 b & g black & white from 7 classes of 2 Nursery Schs (35% particip.) (55 fams partic, but 42 did all)	Lab observations of Mo-C interaction in word game Mos discuss soc devt. (in dyads) Mos soc cogn (indiv) on 12 vignettes	Sociometry + nom, ratings 15 min play with unfamiliar peer (same age, sex, soc status) Soc cogn (indiv)	High peer status - Mo positive, agreeable Low peer status - Mo negative, controlling C-C interaction self focused & demanding - Mo disagreeable & demanding C status, behav - Mos soc advice - ns	Low peer status - C disagreeable and self focused with Mo High peer status - C gives relationship enhancing & assertive soc solutions
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Pettit, Dodge & Brown 1988 (Cross-sectional)	46 4-5 yr old preschoolers b & g lower SES 80% single Mos mainly caucasian	<p>At home: Semi-structured interview with Mos covering infancy to present: i) C's exper/obs of aggr ii) early peer experiences iii) vignettes re peer probs, ambiguous provocation (Mo's attitude) iv) Mo's endorsement of aggr in interpersonal problems</p> <p>6 composite scores derived from above measures</p>	<p>Peer: sociom ratings, + noms, noms of behav (+,-) Teacher ratings of aggr and social skill C social problem-solving i) clear provocation (video vignettes) ii) ambiguous provoc (story) iii) SPS test (Rubin) - object acquisition, friendship initiation Composite scores derived</p>	<p>P pop associated with less endorsement of aggr by Mos. Social skill significantly predicted by family exper, social preference and aggr, not related to early experience. Social skill assoc with less Mo biased expectations, less aggr and less restrictive discipline. Social preference related to less maternal biased expectations and endorsement of aggr. Aggr related to restrictive maternal discipline. Lower SPS associated with biases in Mos attitudes and endorsement of aggr.</p> <p>Multiple regr: SPS accounts for most of variance of soc skill; early family experience ns. Social competence does not mediate relation between early family exper and SPS. Social pref (not social skill predicted by early family experience and SPS) Rejected ch compared with pop grow up in less advantaged circums and have fewer positive interactions with parents and peers. Mos endorse physical aggr and practice it.</p>	<p>Pop children (vs avge, rej) - more solutions to SPS stories and more prosocial; have more prior peer exper; Soc skill and soc pref related to more direct peer exper. Soc competence associated with ability to generate many relevant and prosocial solutions to SPS.</p>
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Peery, Jensen & Adams 1985	55 b & g (20 pop, 5 amiable, 14 isolated, 14 rej) selected from 8 classes 120, 4-5 yr olds predom white, mid class	Parent report of child rearing practices (PARI)	Sociometry (Peery 1979)	P-rejection and isolation assoc with patriarchal family structure, parents low in self-confidence, low pref for young children, little use of praise, unreasonable expectations, low promotion of independence and poor parenting skills.	
Roopnarine & Adams 1987b	37 b & g In 3 univ classes Mid-lower class	Lab teaching task (puzzles)- Mo, Fa and C interaction videod	Sociometry ratings - status based on z-scores	Ppop associated with parental praise and explanations. Unpop bs have Fas less likely to use suggestions than Fas/Mos of pop and avge children. Pop ch less likely to ignore parental suggestions and go off task Unpop ch respond to authoritarian parenting	
Dishion 1990 (Oregon Youth Study)	2 cohorts (102, 104) bs, 9-10 y Lower SES, 99% white, 39% one parent (74% participation)	Home Obs 3 x 1 hr family observations, telephone interviews with Mo. CBCL (parent) Composite parent discipline (Obs & O's impressions & Mo & Fa scales combined) Parent monitoring(parent/ch interview) Family stress.	School Teacher - CBCL Peer sociometry + nom, -nom, status groups Academic achievement - tests and T-CBCL Composite C antisocial (parent, teacher & child)	Peer preference and good reins assoc with positive parental discipline and to a lesser extent with parental monitoring. Low peer accept and high social impact assoc with family stress (cohort 1) Regression model: antisocial behaviour and academic attainments account for 60% of variance on peer status; no direct effect of parenting practices on peer status.	Peer relations and social preference related to antisocial behaviour and academic skills; Prejection assoc with more antisocial behav and less academic skills than other boys Pneglect - assoc with low academic ach Antisocial - ns. Antisocial behaviour mediates peer rejection

Patterson C, Cohn & Kao 1989	81 b & g 6 yr old (Grade 1) predom white middle-class 87% participated	Summer before Grade 1: Lab Mo-child interaction for 10 mins (5 free play 5 structured play) 2 factors: warmth, control. Family background Prior peer experience	Summer prior to Grade 1: EAS temperament (Mo completed) Prior peer experience. C: Woodcock-Johnson cognition; Harter self concept. Autumn of Grade 1 : peer sociometry: pos or neg noms, status, ratings. T ratings: CARS, HRI	Maternal control (not discipline) - soc status, other problems: ns. Maternal warmth - sociometric status, ns; Maternal warmth - sign assoc with behav probs: Cs with poor maternal relationship & peer reins at greatest risk for behav probs.	Low maternal warmth & peer rejection related to teacher probs (acting out, shy) & low cognitive competence. Peer status assoc with behav probs. Self concept of soc acceptance discrepant from objective measures in low warmth rejected Cs (who over-estimate acceptance)
Patterson C, Kupersmidt & Griesler 1990	3-4 gr	Child report on quality of relationship with Mo & Fa.	Sociometry + nom, -nom, status	Mo & Fa differences Rejection but not neglect - lower levels of companionship & affection with Fas. Rejected, aggr children get least affect from Fas. Peer-Mo links similar but ns	
Henggeler et al. (1991) (Longitudinal - 1yr)	3rd gr	Home obs of Mo-C & Fa-C interactions Family relationships - marital adjustment, family adaptability and cohesion	Sociometry	Children whose Fas are receptive to requests for assistance become more popular over school year Popularity - Mo behaviour: similar but ns Warm supportive family relations (composite) associated with increasing peer status over one year; conflictual family relations associated with decreasing popularity.	

Hart et al. 1990	144 b & g (59 gr 1, age 70-86 m, 85 gr 4, age 116-129m) 83% 2 par fam SES wide range, mean 43 on Hollingshead	In summer: Mo interview re disciplinary style (6 hypothetical situations)	In summer: C interview - 2 hypothetical conflict situations and 24 conflict resolution strategies 6-7 wks into school term: Peer sociometry norms and ratings - peer status.	Children of power assertive Mos expect to get own way using unfriendly assertive ways of resolving peer conflict. Maternal discipl style makes independent separate contrib to peer status and to child's conflict resolution strategies; Assoc strongest for young boys	Power assertion peer strategies assoc with lower peer pref. Low moderate sign association between discipl style and peer accept. discipl style and SES, peer preference and SES
Hart et al. 1992	106 b & g, 3.4 - 5.11y In 5 preschools 2 par families Predomin white mid-upper middle class	Mo & Fas interviewed separately on 7 hypothetical discipl situations, (65% agree. bet Mo & Fa)	Sociometry + nom-nom, status Playground obs: 85 scans of 1-2 sec coded for soc behav.	Inductive discipl in Mos & Fas assoc with less rough play. Inductive Mos have prosocial daughters, age diff - older Ch more prosocial than younger; have Ch pref by peers Regr analyses. After taking account of prosocial behav and rough & tumble play, peer pref is not related to parental discipl. Taking antisocial behav into account, peer pref & maternal discipl still sign.	Peer pref is negatively related to antisocial behav in older but not younger children. Sign relation between peer pref and prosocial behav for older girls only
Finnie & Russell 1988 (Australia)	40 b & g 4.3-5.1 y in 8 nursery classes Middle class, white, mostly 2 par fams.	Lab play , Mo asked to help her ch join 2 unfam same sex same age peers of av soc status, already playing with blocks; then to change play to puzzle. At home , Mo interviewed re supervisory role.	Teacher ranking of soc status (selected 3 high & 3 low from each class for other measures).	Mos of high soc status ch used more skillful strats than Mos of low soc status ch; used fewer active, unskillful strats & avoidance. Mos of high soc status ch report more pos direct strats, fewer avoidance or vague strats, and more rule oriented strats in vignettes than Mos of low soc status ch.	Most gp diffs in obs occurred in 1st 9 mins of block play, none in puzzle (structured play). Active skillful strats were used by all Mos more than other kinds.

Russell & Finnie 1990 (Australia)	49 b & g 4.1 - 5.2 ys 4 nursery cl. mid cl, white mostly 2 par fams	Lab play: Mo instr to help her C join 2 unfam same-sex peers at play, cont play I with Mo: re what feedback would give her C.	Teacher ranking of soc status and nom for rej, negl or high status used to assign to rej, negl, high status groups.	Mos pop ch suggest group- oriented entry strategies (diffs bet rej & negl were ns).	
Ladd & Golter 1988	58 b & g, 48-68 m at beg Middle class 81% 2 parent 86% participated	At end of pre-school, early Kg and end of 1st yr in Kg: tel interviews with pars re peer contacts, par initiating contact, monitoring.	In pre-school and Kg: peer sociom: ratings, + nom, - nom Teacher pre-school soc competence scale, PBQ, Obs in class: 60 scans per ch on soc behav.	Par monitoring assoc. with sociometric status, not with obs and TQs. Indirect, distal monitoring assoc with being well accepted, direct monitoring with rejection. Par initiation of peer contact assoc with better acceptance & less rejection in boys; for girls - ns.	Mos mostly monitored (7 did not). Monitoring & initiating peer contact not rel to each other, or to sex or mental age of child. Peer contact from home was mostly supervised (directly or indirectly). 51% of pars initiated no peer contact, rest initiated 6-100% of child's contacts. Par arranged contacts assoc with wider range of playmates & more freq contact.
Dekovic & Janssens 1992 (Nijmegen, Netherlands)	112 b & g 6-11y selected from 1158 C in 22 elem schools. 40% participation predominantly middle-higher social class	Home obs of Mo, Fa & C on puzzle tasks (20 min)	Classroom Peer sociometry + nom -nom Peer & teacher nominations of helpfulness. Teacher Prosocial Behav Questionnaire (Weir & Duveen, 1981).	Authoritative/democratic parenting - C popular prosocial & helpful. Authoritarian/restrictive parenting - C unhelpful, and rejected	

TABLE A3.3 PARENTING AND PEER RELATIONSHIPS

Study	Ss	Attachment/parent/child relationship	Peer relationships	Association between parent and peer measures	Other findings
Baldwin, 1948, 1949 (Cross-sectional)	55 b & g 4 yr olds	Interview & ratings of obs on 2 dimensions: autocratic-democratic, permissive-controlling	Ratings of social interaction in Exptl. nursery	Autocratic parenting-assoc with low peer interaction; domination by peers	Autocratic parenting- assoc with C obedient, lack spontaneity, originality & curiosity
Baumrind, 1967 (Cross-sectional)	32 b & g, 3 - 4 yr olds middle-class Caucasian	Home visits (3hrs obs) Lab structured obs, interviews - Ma, Fa sep yielded summary ratings on parenting vars.	Q-sort based on obs of peer behav in pre-school by psychol.	Authoritarian parenting assoc with unhappiness and social withdrawal in nursery school. Authoritative parenting assoc with soc responsibility & independence	
Baumrind & Black, 1967 (Cross-sectional)	95 b & g. Middle-class Caucasian	Home visits (3hrs obs) Lab structured obs, interviews - Ma, Fa sep yielded summary ratings on parenting vars.	Q-sort based on obs of peer behav in pre-school by psychol.	Firm consistent paternal discip - gs friendly & co-op. Direct confrontation in discip - gs socially assertive. Affective warmth - ns.	Firm consistent paternal discip - bs self confident & exploratory. Over-protective, intrusive control - bs dependent & stereotyped in behav. Coercive power - neg emotion in gs.

Baumrind, 1971 (Cross-sectional & longitudinal)	134 b & g Middle-class Caucasian Time 1 - pre-school Time 2 - 9 yrs old	At pre-school: Home obs - parental style. At 9 yrs of age: dimensions of parenting.	At pre-school: obs in school & lab. At 9 yrs obs social assertiveness, social responsibility cognitive competence.	Authoritarian vs authoritative parenting: bs more hostile & resistant; gs lack independence & dominated. Authoritative parenting: pre- schoolers more competent; gs purposive, dominant & achievement oriented: bs more friendly & co-operative. Permissive vs authoritarian parenting - ns . Permissive vs authoritative parenting - gs less socially assertive.	Authoritative parenting - gs more achievement orientated. Permissive vs authoritative parenting: bs & gs less achievement oriented.
Baumrind, 1973 (Cross-sectional)	Pre-schoolers middle-class Caucasian	Home obs of parenting style	Behaviour at pre-school	Authoritative parenting (high warmth & high control) vs authoritarian (high control, low warmth), or more permissive (high warmth, low control) parenting: C more soc confidence & skill with peers	

Baumrind 1989 (Cross-sectional & longitudinal)	<p>At Time 2: 164 (104 longit, 60 new) 8-9 yrs b & g mid-class Caucasian</p>	<p>At 9 yrs: 9 types (5 prototypes) of family patterns based on Mo & Fa behav on demandingness & responsiveness (dimensions & clusters)</p>	<p>At 9 yrs: 5 clusters of child competence</p>	<p>Parenting at 3 yrs - child behav at 8-9 yrs: Permissive par - lack of soc responsibility, low independence, low cognitive & social agency. Authoritative par - high soc responsibility, social & intellectual self assertion. Authoritarian par - low independence, moderate soc responsibility (bs more affected than gs); bs more angry & defiant. Cross-sectional at 8-9 yrs: Restrictive (intrusive/directive monitoring) parenting - low soc assertiveness & general competence in bs. Monitoring - girls soc assertive. Authoritative parenting - bs & gs highly competent (agenic & soc assertive/responsible). Neglectful/rejecting parenting - incompetent children. Harmonious homes (high responsiveness, moderate firmness) - optimally competent children</p>	<p>Authoritative parenting - intellectual & gen competence</p>
Manning, Heron & Marshall 1978 (Longitudinal)	17 b & g	<p>At 7½ - 8yrs: Home enquiries - behaviour inventory standard day interview Mo's attitudes Family structured interview</p>	<p>3-5yrs: Ob in Nursery school 15 x 1hr in free play - diary, time sampling -> classified acc to type of aggr/hostility</p>	<p>Friendly, not fussy mothers - low hostility in nursery school (also specific specialists, ie hostility restricted to frustration &/or annoyance)</p>	

<p>Hinde & Tamplin 1983 (Cambridge, UK) (Cross-sectional & longitudinal)</p>	<p>24 b & 21 g at 42 mos. 21 b & 16 g at 50mos in same pre-school</p>	<p>At 42 mos: home obs of Mo-child interaction 2 x 60 mins: i. Mo's choice of activity ii. With toys provided</p> <p>At 50 mos: 2 x 60 min with own choice of activities. Tape-recorded commentary, codes - modified Lytton 1973</p>	<p>At 42 mos: obs in pre-school 2 x 40-60 min in classroom & 3 x 30 min in playground.</p> <p>At 50 mos: 4 x 40-60 min in classroom & 3 x 30 min in playground. Teacher questionnaire on soc behav.</p>	<p>Correlations at each age & separately for b & g. Very few positive assoc bet same behav at home (Mo-C) & pre-school (C-peers): More Mo-C interaction - less peer interaction. More hostility to Mo - more hostility to peers. Other assoc: Maternal permissiveness (C controls Ma, Ma infrequently controls C), maternal control & hostility (esp for gs at 50 mos) assoc with hostility to peers. Frequent positive interaction with Mo assoc with friendly & neutral speech to peers (gs 42 mos, bs 50 mos).</p> <p>Little warm interaction between Mo & C - assoc with more interaction at school but mainly negative esp hostile & controlling to peers & adults. Maternal hostility, C alone, disconfirmed by peers and dependent on adults.</p>	<p>Little warm soc interaction between Mo & child - C controlling to adults. Hostile controlling mothers - C dependent on adults.</p>
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Stevenson-Hinde, Hinde & Simpson 1986 (Cambridge, UK) (cross sectional)	37 b & g 50 m Intact 2-parent fams & 1 sib. All SES In one village pre- school	Home obs. 2 x 60 min mo- child interaction in unstructured setting Ratings by observer & interviewer at home. Relationship interview (Richman et al. 1982)	Temperament - Mo rating. Pre-school obs 4 x 40+ min classroom, 3 x 30 min playground (pos & neg interactions to peers & adults)	Few specific assoc but patterns emerge: Mo accepting - less squabbling with peers. Negative Mo-child interaction - extreme negative active hostility to peers, esp in playground. Gentle, positive control & warmth in parenting - C friendly at school	More accepting Mo - C less squabbling with sib, easier temperament. Difficult temperament - C fewer positive interactions with Mo. Negative response to Mo - C neg to adults at school. Sib - peer interactions ns but behav to peer at home assoc with behav to peers at school
Hinde & Stevenson-Hinde 1986 (Cambridge U.K.) (longitudinal)	47 b & g at 42m 41 b & g at 50m 2 parent families, 1 sib. Wide SES, mainly middle at 1 village pre-school	Home obs (as above) at 42 and 50m Relationship interview. Mo Irritability, depression & anxiety scale (Snaith et al. 1976).	Child temperament - Temperament Interview (Garside et al. 1975). Pre-school obs (as in Hinde & Tamplin 1983.) TQ on social behav	Moody Cs assoc with school reactive hostility to peers, crying & more interact with teachers at 42m, at 50m, also more non- compliant to teachers. Strong control of Mo by C at 42m & inhibited at 50m assoc with more hostility to peers	Difficult temperament assoc with home measures of C tantrums, diff to manage, non-compliant & tense Mo- child reln - (Mo anxious, irritable, less accepting of Cs offers of help); Fa harsher & did less with child. Difficult temperament, intense, moody children have more diff relns both at home & at school
Attili, 1989 (Italy) (cross sectional)	32 b & g, 1st born, pre-school 2 parent families	Home obs 2 x 30 mins - Mo, Fa & sib interaction. (Coding - modified Hinde 1983). Mo's mood - IDA	Obs in nursery school 2 x 40 mins in free play, 1 week apart Same codes as home obs C-temperament (McDevitt & Carey).	Signif. Correlations: Maternal warmth & engagement - friendly, prosocial peer interactions. More joint activities with father - more soc skill with peers. Mo controlling without explanation - soc isolation & ignored by peers. Mo & Fa ignore (disconfirm C) - C more criticized by peers & aggressive to peers	Diff temperament assoc with more parental control

Pettit & Bates 1989 (cross-sectional)	29 b & g 4 yrs-old intact middle-class (selected from 36 C in longitudinal sample)	At 4 yrs: home obs of Mo-C interaction 3 times in 1 week at dinner time (5.5 hrs). Longitudinal Maternal style - composites of measures at 6, 13 & 24 mos	Longitudinal (6, 13 & 24m): child's temp & difficulties. At 4 yrs: Achenbach CBCL - social withdrawal, aggression - (by Mo)	At 4 yrs: sign correlations: Mo ignores - C soc withdrawn. Mo positive contact & pro-active involvement - C less aggressive & less socially withdrawn. Longitudinal: Mo low positive involvement - C high neg control, soc withdraw at 4 Mo perceives temperamental diffs, conflict & low pos interaction - C aggressive	
Denham et al. 1991 (cross sectional)	48 b & g 44 m (33-56m) in 5 univ preschools. Mid - upper mid-class	In lab - Mo-child interactions in 4 play/teaching tasks (Egeland et al. 1983) - (aggregate measures)	At pre-school: Baumrind Q-sort - soc behav.(by Teacher) PBQ (Behar & Stringfield) (by Teacher) Q-sort - PBQ: $r = -.76$, composite scores	Mo interaction (allows autonomy, pos emotion) - C assertive at school. Mo low task orientation - C sad at school. Regression: Mo pleasant structuring - no sadness at school; pos soc behav for g; ns for b. Ma allows autonomy - g assertive & pos social; b ns. Combined maternal interactions predict C's av soc competence	Mo-C task orientation & positive emotion are highly correlated; C autonomy - Mo behav ns. B show less pos soc behav than g at school; not predicted by Mo-C interaction

Keane, Brown & Crenshaw 1990 (Greensboro, USA)	111 Grade 1 C selected from 12 elementary schools racially mixed wide SES	Lab: Mos completed Intention cue Identification Task - 10 video vignettes (Dodge et al. 1984)	Classroom Sociometry - popular & rejected C identified. In Lab: Intention cue Identification Task - 10 vignettes (same as Mo but done independently)	Rejected C & their Mos - more aggressive behav responses to non-hostile & ambiguous provocations. Mos of popular C - more prosocial resolutions to provocation. Sex diffs: in general, aggressive responses were higher in rejected than popular Cs & their Mos, but effects were greater for bs than gs and for Mos of bs than Mos of gs	
Rubin, Mills & Rose-Krasnor 1989 (Study I) (cross-sectional)	58 b & g 4 yrs old	Mo interview re proactive beliefs about dev of soc skills	Class obs of C for 30 mins (10 x 3 mins on 3 days) - recorded: goals strategy & outcome. Teacher-PBQ (Behar & Stringfield 1974)	Mos with strong belief in importance of soc skills - Cs had prosocial goals, used indirect requests & were highly successful. Mos who believed it difficult to change Cs poor social performance had C with more diffics - stop others, fewer indirect requests & relatively unsuccessful in interaction	
Parke et al. 1988	40 1st born b & g 24m old	Parent supervision in lab play	Lab play 30 mins with unfamiliar peer of same age and sex; 5 mins unsuper, 10 mins supervised by each Mo, 5 mins unsuper. Videotaped, global ratings.	Higher soc competency with supervision: longer bouts, more turn-taking, co-op, agreement & altruism. Mo's competent strategies for promoting soc interaction, expressing affect & supervision were related to child competence; stronger assocs in 1st supervised bout.	

Parke & Bhavnagri 1989	70 2-6 yr olds	Parent supervision in lab play	Lab play with unfam same age & same sex peer: 6 min segments: unsupervised by Fa or Mo. Videotaped	Parental supervis enhanced qual of peer play: more turntaking & co-op. Less carry over of better turntaking & co-op play in younger than older children.	Older children allowed to play with less supervision.
Cassidy, Parke 1992 (cross-sectional)	61 b & g kg & Grade 1 Mid-class White	Mo & Fa separately completed Family Expressiveness Questionnaire (Halberstadt) Lab play obs of Mo-child & Fa-child in play: emotional expressiveness of parent and C.	Classroom ratings sociometry (same sex) Child understanding of emotions (interview)	Mo & Fa positive expressiveness - C positive emotional expression. Mo & Fa total expression of emotion assoc with peer acceptance. Regression: Mo expressiveness & C understanding of emotion - peer acceptance. Fa expressiveness & C understanding - peer acceptance. NB: C's expression of emotion assoc with peer acceptance	Mo & Fa expression of pos emotion correlated; but neg emotion not correlated. In this study neg expression of emotion was not extreme
Hamel, Burns & Goodnow 1987 (Sydney, Australia) (cross sectional)	307 b & g 9-11 yrs Wide SES	Home interviews: Mo re family network. Mo or Fa re C's network, quality of friendships and soc skills	At school: C interviewed re happiness, neg emotions, soc adjustment, friendship networks & soc skills	Parents with 2-20 dependable friends, links with formal organizations - C has more friendships, liking for classmates, happy & making progress at school and Mo rates as having good soc skills. Infrequent contact with nearby relatives - C has poor soc skills	Parent & C network size are related.

TABLE A3.4 PARENTING, CONDUCT DISORDER AND PEER RELATIONSHIPS

Study	Ss	Attachment/parent-child relationship	Peer relationships	Association between parent and peer measures	Other findings
Patterson, Dishion & Bank (Oregon USA) 1984	74 9 - 10yr old bs 78 12 - 13yr old bs 58 15 - 16yr old bs white, all SES (25% single parent fams)	Interviews; fam tasks Home: family obs (inconsistent discipline) (91 fams) Family discord	Child fighting (composite of Mo, teacher & peer measures). Child: peer diffics (composite of C, teacher & peer ratings)	Path analysis: neg family characteristics & C soc difficulties mediated by C fighting.	
Dishion, Patterson, Stoolmiller & Skinner 1991 (Oregon SLC) (longitudinal)	2 samples of 102 & 104 bs 9-10 yrs Longitudinal study seen again 2 yrs later	At 10 yrs Home: family obs interviews with Mo. Composite measures (of parental monitoring & observed parenting)	At 10 yrs School sociometry, C antisocial behav on CBC, academic achievement & peer antisocial behav (composites from peer, teacher & parent reports). At 12 yrs: peer antisocial behav (teacher, parent & C report composite)	Multiple regressions of age 10 constructs on peer antisocial behav at age 12: poor parental discipline & monitoring practices, peer rejection & academic failure at age 10 assoc with antisocial involvement at 12.	Is continuity between antisocial behav at 10 & contact with antisocial peers at 12. Controlling for continuity in antisocial behav, only academic failure & peer rejection remain significant predictors of antisocial contact at 12.

Vuchirich, Bank & Patterson (1992) (Oregon OYS) (2 yr longitudinal)	Same bs as in Dishion et al. 1991	Parenting - composites at 10 & 12 yrs (home obs & tel interviews)	<p>At 10 & 12 yrs: C antisocial behav (composite of parent teacher & C measures). 10yr peer relns: sociometry nominations.</p> <p>At 12 yrs: teacher ratings of peer liking</p>	<p>Structural equation modelling to test 3 models of assoc. Ineffective parenting & poor peer relns assoc with C antisocial behav - C charact & parent discipline practices influence C antisocial behav but parent effect is marginal in some models. Suggest are reciprocal mutually maintaining effects. Robust effects were only found for concurrent measures. Being unpopular with peers had no direct effect on C's antisocial behav.</p>	Parental discipline & C antisocial behav were quite stable over 2 yrs. Peer relns less stable.
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Bierman & Smoot 1991	75 bs aged 8.5 (6.1 - 12.1) White all SES	Mos (74) & Fas (52) Independently did: Parent Behaviour Inventory re discipline Locke & Wallace Marital Adjustment Scale (short) Parental Hostility Inventory (Buss & Durken)	At home parents: BPC (Quay & Peterson 1975), FARS adjustment. At school: Peers - PEI. Teachers - PEI, ATRS (Connors). (Composites of P & T scores for withdrawal, likeability & conduct). Peer sociometry. pos & neg norms	Ma's ratings assoc with school conduct & peer preference. Fa's ratings - school behav ns. Mo & Fa punitive but ineffective discipline, C conduct probs at home. & school & poor peer relns were sign associated. 70% bs with cross-situational conflict had problematic peer relns, 33% bs with school only conduct prob & 0-7% bs with no school conduct probs had prob peer relns. 50% bs in lowest peer preference subgroup had high rates of conduct probs at school (& at home & parents were punitive & ineffective) i.e. support for mediational model: parental discipline -> conduct -> poor peer relns but this applies only to 30-50% of boys with poor peer relns	Moderate agreement bet Mo & Fa on punitiveness, effectiveness & marital satisfaction but not hostility
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TABLE A3.5 CHILD MALTREATMENT AND PEER RELATIONSHIPS

Study	Ss	Attachment/parent-child relationship	Peer relationships	Association between parent and peer measures
George & Main 1979	10 abused b & g, 1-3 yrs old. 10 matched controls (age, sex, family circs) in families under stress. In Day Centres	History of physical abuse	Obs in day care: 4 x 30 mins narrative record	Abused C show more aggression (esp unprovoked aggression), more avoidance, are less responsive to friendly approaches. Similar behav to staff
Main & George 1985	As above	As above	As above	Abused C differ in response to peer distress: no concern for distressed peers; instead, show disturbed pattern of physical attacks, fear or anger
Barahal et al. 1981 (Colorado USA)	17 abused b & g 16 controls. Mainly white. Matched - single parent, SES. Volunteers	History of abuse	Locus of control (Stanford int-ext Scale). Soc sensitivity (Rothenberg). Cognitive perspective taking. Understanding of soc roles (puppets). Moral judgement (Constanzo). Intelligence - Slosson	Abused - more ext control for ambig outcomes, less accurate labeling of emotions, more egocentric, less comprehension of complex soc roles. Moral judgement - ns. Abused have lower IQ than C (A 102, C112) Soc cogn diffs smaller but remain after control for IQ

Straker & Jacobson 1981 (South Africa)	19 abused & 19 controlled 5-10 yrs (30b, 8g) matched for age, sex, SES, dev age, IQ, language & caucasian	History of abuse	Affective situations test (Feshbach & Roe). CAT (scored for emotional maladjustment, fantasy aggression & hostility). Picture Frustration Test (Rosensweig). Scored indep. by 2 raters	Abused - C less empathy, more maladjustment. On aggression - ns.
Hoffman-Plotkin & Twentyman 1984	42 b & g (14 abused, 14 neglected & 14 non-maltreated) 3-6 yrs old In Day Care Centres	History of abuse	Obs in classroom - 30 mins free play (continuous narrative) Child Behaviour Form (T & P). Cognitive tests - PPVT, Stanford Binet, Merrill-Palmer	Abused & neglected vs control: lower cog functioning (cognitive measures are correlated, but cogn not correl with behav measures). Neglected vs C & abused: less peer interaction. Abused & neglected vs control: less prosocial behav. Abused show more aggression than neglected & controls. Abused & neglected more aggression on ratings than controls & less social maturity. Abused vs negl & contr: have neg response to teacher discipline
Smetana, Kelly & Twentyman 1984 (USA)	12 abused (3 b) 16 neglected (8 b) 16 control (7 b). 38-68 mos (av 52). Group matched on age, race, parental income, IQ (PPVT)	History	Individual 15 min session on moral & soc transgressions	Abused ch regard psychological distress as universally wrong more than neglected ch. Neglected see the unfair distribution of resources wrong for selves. Abused & control - transgressions deserve more punishment when committed by others than by selves. All groups distinguish moral & social conventional transgressions & are more egocentric in judgements for themselves than others

Dean, Malik, Richards & Stringer 1986	39 maltreated & 60 control b & g 6-14yrs black lower SES mainly one parent high unemployment	History	Children tell stories about adult-child, child-child kind & unkind acts	Younger (6-8 yr old) maltreated C tell more stories of C being kind to adult, fewer where adult or C reciprocate kindness. Maltreated C justify unkind parental acts as due to C bad behavior. More physical aggression described by 6-11 yr old maltreated C then drops dramatically for older Cs
Downey & Walker 1989 (New York)	83 b & g (from 144 C in 83 families) 7-14yrs Low SES 34% single parents predominantly white	Family experience. 19 parents psychiatrically ill 25 maltreating parents 11 maltreatment & psychiatrically ill 28 comparison group	CBCL (peer rejection & aggression) - Mo's ratings. Child - interpersonal prob solving (modified Marsh et al. 1980) attribution & response bias (Dodge et al.)	Maltreated C vs others: more maladjusted (reject & aggressive) Parental psychopathology - c maladjustment: ns. Children with higher IPSC & older C without hostile attribution bias were better adjusted. Soc cognition did not mediate rel between maltreatment & maladjustment. High IPSC assoc with lower peer rejection & aggression regardless of risk status
Walker, Downey & Bergman 1989	37 b & g 7-15 yrs old on abuse/neglect register. 53 b & 47 g aged 9y Lower SES Mostly white	Parental history of schizophrenia or other psychiatric illness, or maltreating, or both. Controls from same neighbourhood	CBCL by parent twice 1 year apart	Effects strongest in bs but similar in gs. Boys: Time 1: maltreatment assoc with aggression, delinquency. Time 2: maltreatment & parent schizo assoc with increase in aggression & delinquency over time. Girls: Time 1: maltreatment assoc with more aggression. Time 2: maltreating fams with schizo assoc with increase in delinquency over time

Kaufman & Cicchetti 1989	70 neglect &/or abused C 67 controls 5-11 yrs old matched on demographic factors	History	In Day Camp	Maltreated - have lower self esteem & prosocial behav, are more withdrawn. Welfare dependency - added neg effect on socioemotional devt.
Rieder & Cicchetti 1989	72 maltreated bs & gs av age 6.8 yrs 70 comparison b & g Group matched on demographic variables	History	Tests of cog control functioning: including aggression, levelling and sharpening. PPVT (ns)	Maltreated C were less efficient in dealing with aggression & distracting stimuli. Boys recall more aggressive (vs non-aggressive) peripheral stimuli. Girls shift toward avoiding aggressive stimuli
Camras et al. 1990 (Illinois)	20 maltreated (abused and/or neglected) 20 controls 3.4 - 7.3 yrs b & g matched on age, race & sex Maltreated lower IQ than C on PPVT (72 vs 89), lower on SES & have more sibs Volunteers, paid	History	Emotional recognition - 20 stories - choose approp facial expression. Emotional production - in lab M-C play 12 mins; & home obs: 7 x 1 hr at mealtime	Maltreated C poorer on recognizing pure emotional expressions, better at recognizing masked expressions, but ns. Mos of Maltreated & Cont - facial expression: ns. Multiple correl: Maltreated status predicted by Mo's facial expression and C's recognition of emotion

APPENDIX B

TABLE B7.16 MULTIPLE REGRESSION ANALYSES ON PEER ACCEPTANCE AND SOCIOMETRY (Z SCORES) AT SECOND ASSESSMENT *for whole sample (n=325)*

Variable	PEER ACCEPTANCE		SOCIOMETRY	
	F-fixed order	F-entered last	F-fixed order	F-entered last
Sex	17.63****	1.85	16.43****	0.88
Ethnic group	6.60**	5.16*	7.85**	3.75*
Sibship size	2.89*	0.02	1.53	0.88
Ordinal position	4.68*	4.76*	0.90	0.01
Nursery or infants	2.52	7.83**	0.18	1.16
TQ cognition	19.09****	0.01	15.67****	0.00
Age	3.04*	0.66	9.06**	3.46
Sex* Ethnic group	0.08	0.11	0.85	0.64
Sex* Sib size	0.18	1.96	0.41	0.46
Sex* Ordinal position	8.06**	10.30**	4.65*	5.18*
Age* Class	9.36**	8.79**	2.12	2.10
Sex* TQ cognition	0.66	0.66	0.03	0.03
Class* TQ cognition	0.81	0.02	0.16	0.01
Age* TQ cognition	0.71	0.17	0.13	0.13
R ²	.20		.16	

* p<.10 * p<.05 ** p<.01 *** p<.001 **** p<.0001

APPENDIX B

TABLE B7.17 MULTIPLE REGRESSION ANALYSES (6 VARIABLES) ON PEER ACCEPTANCE AND SOCIOMETRY (z scores) AT SECOND ASSESSMENT *for nursery and infant class children separately*

(a) Nursery class children (n = 174)

Variable	Peer Acceptance		Sociometry	
	F-fixed order	F-entered last	F-fixed order	F-entered last
Sex	16.11****	0.01	20.62****	0.94
Ethnicity	0.03	1.49	0.01	0.82
Sibship size	4.68*	0.75	1.12	0.61
Ordinal position	4.32*	3.73*	0.00	0.01
TQ cognition	5.95*	0.01	6.75**	0.85
Age	7.91**	5.29*	8.63**	2.62*
Sex * ethnicity	1.35	1.05	0.13	0.01
Sex * sibship	0.00	3.97*	0.08	1.34
Sex * ordinal position	17.21****	16.87****	9.56**	8.70
Sex * TQ cognition	0.01	0.00	0.66	0.54
Age * TQ cognition	0.10	0.10	1.45	1.54
$R^2 = .26$			$R^2 = .23$	

(b) Infant class children (n = 150)

Variable	Peer Acceptance		Sociometry	
	F-fixed order	F-entered last	F-fixed order	F-entered last
Sex	3.70*	1.73	1.54	0.07
Ethnicity	13.85***	11.17***	11.11***	6.90**
Sibship size	0.34	0.11	0.88	0.58
Ordinal position	0.92	0.86	0.05	0.13
TQ cognition	17.69****	0.04	10.63***	0.17
Age	0.50	0.74	1.55	0.87
Sex * ethnicity	0.03	0.09	0.90	0.86
Sex * sibship	0.96	0.34	0.68	0.33
Sex * ordinal position	0.14	0.15	0.06	0.06
Sex * TQ cognition	1.12	1.02	0.02	0.03
Age * TQ cognition	0.21	0.21	0.03	0.03
$R^2 = .22$			$R^2 = .16$	

* $p < .10$ * $p < .05$ ** $p < .01$ *** $p < .001$ **** $p < .0001$

APPENDIX B

TABLE B7.29 INTERRATER RELIABILITY ON TEACHER INTERVIEW*Percentage observed and expected agreement kappas on discrete variables*

Variable	n	%observed agreement	%expected agreement	kappa
TEA 7 How gets on with peers	24	91	66	.72
TEA 8 Plays with anyone	24	88	60	.68
TEA 9 Particular friendship circle	24	71	55	.35
TEA10 Small group of any children	24	79	69	.32
TEA11 Plays with 1-2 children	24	81	61	.52
TEA12 Plays in large group	24	71	57	.32
TEA13 Onlooks, hovers	24	88	79	.40
TEA14 Sex of playmates	24	96	80	.79
TEA15 Constructional play	24	92	54	.82
TEA16 Imaginative play	24	83	54	.64
TEA17 Creative activities	24	88	79	.40
TEA18 Rule-based table games	24	98	94	.66
TEA19 Books	24	96	89	.64
TEA20 Outdoor play	24	73	52	.43
TEA21 Other play	24	88	85	.16ns
TEA22 Time with peers	24	95	70	.83
TEA23 Has special friends	24	97	74	.95
TEA24 Best friend - time tog.	13	92	79	.63
TEA25 Best friend - fond	10	100	no variability	
TEA26 Best friend - known long	8	88	56	.71
TEA27 Best friend - same lift scheme	7	100	88	1.00
TEA36 Leadership	24	99	71	.98
TEA37 Why no friends	7	72	70	.14ns
TEA38 Fights	24	92	53	.82
TEA39 Frequency of fights	21	99	62	.98
TEA40 Severity of fights	14	91	61	.76
TEA41 Who starts fights	12	96	54	.91
TEA42 Circumstances of fights	13	92	64	.78
TEA43 Arguments	24	96	88	.65

TEA44 Frequency of arguments	24	93	72	.76
Variable	n	%observed agreement	%expected agreement	kappa
TEA45 Severity of arguments	22	84	60	.61
TEA46 Who starts arguments	21	91	57	.78
TEA47 Circumstances of arguments	20	95	71	.83
TEA48 Response to provocation	22	78	58	.49
TEA49 Children's reaction to child	24	97	86	.75
TEA50 Telling tales - frequency	24	97	63	.92
TEA51 Tales - kind	16	81	52	.62
TEA52 Tales re children - frequency	24	91	59	.77
TEA53 Tales re children - kind	10	98	88	.80
TEA54 Teased - frequency	23	100	78	1.00
TEA55 Teased - type	6	100	no variability	
TEA56 Teased - reasons	6	94	57	.87
TEA57 Bullied - frequency	24	100	89	1.00
TEA58 Bullied - reasons	2	100	50	1.00
TEA59 Bullies/picks on	24	93	64	.81
TEA60 Bullies - whom	8	75	63	.33ns
TEA61 Bullies - reason	9	93	68	.79
TEA62 Teacher - relationship with	24	97	68	.90
TEA63 Teacher directed activity	22	64	55	.19ns
TEA64 Teacher - individual chat	23	65	49	.32
TEA65 Teacher - individual activity	23	70	56	.32
TEA66 Teacher - hovers	23	100	no variability	
TEA67 Social preferences	24	99	72	.95
TEA68 Clingy to parent	23	89	72	.62
TEA69 Clingy to teacher	23	100	85	1.00
TEA70 Clingy to peers	24	96	92	.46
TEA71 Clingy - reasons	4	100	57	1.00
TEA72 Affectionate - parents	20	90	59	.76
TEA73 Affectionate - teachers	23	96	69	.86
TEA74 Affectionate - children	23	91	81	.55
TEA75 Affectionate - demonstrative	9	100	83	1.00
TEA76 Feelings - shows	24	97	76	.87

TEA77	Predominant emotional state	24	94	74	.75
TEA78	Sense of humour	24	94	83	.62
TEA79	Empathic, protective	24	100	85	1.00
TEA80	Interviewer's global judgement	24	91	72	.66

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TABLE B7.30 INTERRATER RELIABILITY ON TEACHER INTERVIEW*Intraclass correlations on Composite Variables (n=24)*

Variable		Intraclass Correlation
TWHOP	Range of social playmates	.14
TPLAY	Range of peer play activities	.59
NOFR	Has friends	.74
FRIEND	Friends and close friends total	.92
FRIENDT	Best friends - time together (n = 13)	.84
FRIENDF	Best friends - affection (n = 11)	.45
FRIENDL	Best friend - contact elsewhere (n = 7)	1.0
TSOC	Overall sociability with peers	.86
HOVER	Hovers/follows total	.40
TFIGHT	Fighting - total	.94
TARGUE	Arguing - total	.83
TFIARG	Fighting and arguing total	.92
TALES	Tell tales - total	.87
BULLIED	Bullied and teased - total	.99
PICKS	Picks on (bullies others - total)	.85
RPBUD	Response to provocation and bullying	.93
RPROV	Response to provocation (rescaled)	.64
CONF	Conflict total	.93
AGGR	Fights and picks on others	.94
TEAACT	Activities with teacher - total	.33
TTEAR	Relationship with teacher - total	.82
TRELN	Affective relationship with teacher	.95
TX76	Shows feelings (rescaled)	.93
TX77	Predominant emotions (rescaled)	.84
CLING	Clinging - total	.77
FOND	Affectionate - total	.87

CLIN	Clinging (reversed scale)	.77
FEEL	Range of emotions	.80
EMOT	Shows emotions - total	.83
SPEC	Special attributes	.89

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TABLE B7.31 INTERRATER RELIABILITY ON PARENT INTERVIEW

Percentage observed and expected agreement and kappas on child and family characteristics variables

Variable	n	% obs. agrmt.	% expect agrmt.	kappa
PAR107 Parents' marital status	24	100	94	1.00
PAR141 Satisf - housing	24	99	74	.95
PAR150 Health - infancy	24	99	81	.93
PAR227 Stay - friend	24	100	65	1.00
PAR249 Emot - behav. difficulty	24	96	91	.55
PAR250 Emot - degree of difficulty	24	91	65	.75
PAR252 Stomach aches	24	96	87	.68
PAR338 Plays alone	24	98	68	.93
PAR339 Prefers company	24	100	78	1.00
PAR362 Time with mother	24	97	79	.85
PAR363 Time with mo.& sibs.	22	99	82	.91
PAR364 Time with father	24	100	81	1.00
PAR365 Time with fa.& sibs	22	99	69	.95
PAR407 Sib.1 - ordinal position	20	98	83	.90
PAR411 Sib.1 - how get on	20	99	75	.90
PAR412 Sib.1 - time together	20	93	85	.52
PAR422 Sib.1 - leadership	20	100	77	1.00
PAR423 Sib.1 - supervision needed	20	100	77	1.00
PAR424 Sib.1 - why need supervision	8	100	89	1.00
PAR425 Sib.1 - conflict-predominant	20	96	70	.88
PAR426 Sib.1 - conflict-peak	20	95	85	.67
PAR437 Sib.1 - jealousy	19	98	71	.94
PAR438 Sib.1 - who is jealous	9	89	65	.68
PAR439 Sib.1 - why jealous	9	89	56	.75
PAR440 Sib.1 - duration of jealousy	9	89	60	.72
PAR610 Baby - how get on	3	100	78	1.00
PAR611 Baby - time together	3	100	no variability	
PAR615 Baby - supervision needed	3	100	.70	1.00
PAR616 Baby - affection	3	100	.56	1.00

PAR617 Baby - jealousy	3	100	.56	1.00
PAR618 2+ sibs - time tog.	5	80	no var.in one rater	
PAR619 2+ sibs - get on in play	5	87	79	38
PAR620 2+ sibs - mealtimes	4	80	no var.in one rater	
PAR622 2+ sibs - jealousy	4	100	71	1.00
PAR623 Ma's percen.of Ma-C relationship	24	99	85	.93
PAR624 Ma - affection	24	100	84	1.00
PAR625 Ma - C listens to	24	97	80	.86
PAR626 Percn. of Fa - C relationship	22	99	69	.95
PAR627 Fa - affection	24	99	84	.91
PAR628 Fa - C listens to	24	96	78	.81
PAR629 Comparative attachment	24	96	82	.77
PAR630 Change in attachment	23	99	90	.90
PAR645 Ma - consistent discipline	23	99	96	.65
PAR646 Fa. - consistent discipline	23	96	82	.75
PAR647 Main disciplinarian	24	97	86	.80
PAR666 Ma's - child-centredness	24	100	96	1.00
PAR667 Ma's control	24	97	81	.84
PX667 Ma's control (rescaled)	24	94	62	.84
PAR668 Ma - conflict	24	100	67	1.00
PAR669 Ma - conflict resolution	24	100	58	1.00
PX669 Ma - conf.resol.(rescaled)	24	100	60	1.00
PAR670 Fa's - C centredness	24	100	92	1.00
PAR671 Fa - control	24	99	83	.94
PX671 Fa - control(rescaled)	24	98	73	.92
PAR672 Fa - conflict	24	98	75	.92
PAR673 Fa - conflict resol.	24	99	63	.97
PAR673 Fa - conflict resol(rescaled)	24	99	63	.97
PAR738 MGPs - C qual. of rein.	24	99	87	.95
PAR739 MGPs - Parent rein. quality	24	100	87	1.00
PAR810 PGPs - C qual. of rein.	21	99	89	.93
PAR811 PGPs - C qual. of rein.	21	100	87	1.00
PAR1136 Mo's sociability	24	96	71	.86
PAR1137 Mo's social circle	23	100	80	1.00
PAR1138 Mo's physical health	24	100	93	1.00

PAR1139 Mo's psychological health	24	98	84	.85
PAR1140 Fa's sociability	24	97	76	.88
PAR1141 Fa's social circle	24	100	83	1.00
PAR1142 Fa's physical health	24	99	94	.79
PAR1143 Fa's psychological health	24	100	92	1.00

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TABLE B7.32 INTERRATER RELIABILITY ON PARENT INTERVIEW
Intraclass correlations on composite variables

Variable		n	Intraclass correlation
PAR10	Others in household	24	1.00
PAR1C	Condition of home	24	.99
PAR1S	Satisfaction with home and environment	24	.98
PAR1GP	Amount of GP contact	24	.74
PAR1H	Hospital contact for physical problems	24	.96
PAR1HO	Hospital contact for other problems	24	na
PAR1CP	Chronic health problems	24	.85
PX1H	Health - overall composite	24	.85
PAR2PS	Parent's identification of developmental and psychological difficulties	24	.81
PAR2Z	Psychological and developmental problems - sum of all	24	.97
PAR2ZZ	Psychological and developmental problems sum of weighted scores	24	.85
PAR2PPZ	Psychological problems - sum of weighted scores	24	.90
PAR2S	Separations - frequency and duration	24	.91
PAR2T	Separations - earliest age	24	.91
PAR2VA	Overnight visits to adults	22	.99
PAR2VC	Overnight visits to children	6	.92
PAR2B	Babysitters	24	.97
PAR2DX	Amount of day care	24	1.00
PAR2DS	Satisfaction with day care	9	.86
PAR2RP	Predominant reaction to separation	24	1.00
PAR2RS	Severest reaction to separation	24	.95
PAR2D	Basic functions - eat, sleep, toileting	24	.96
PAR2A	Activity and concentration	24	.92
PAR2H	Habits	24	.80
PAR2M	Misery	24	.72
PAR3F	Fears and phobias	24	.97
PAR3R	Rituals, fussiness	24	.80

PAR3T	Tantrums, destructive	24	.85
PAR3L	Speech, language problems - current	24	.82
PAR3LP	Speech, language problems - past	24	.95
PAR3P	Play - range of indoor interests	24	.78
PAR3PO	Play - range of outdoor interests	24	.95
PX3P	Play - total interests	24	.99
PAR3S	Social play	24	.99
PAR3M	Activities with mother - at home	24	.93
PAR3MO	Activities with mother - elsewhere	24	.96
PX3M	Activities with mother - all	24	.90
PAR3D	Activities with father - at home	24	.95
PAR3DO	Activities with father - elsewhere	24	.91
PX3D	Activities with father - all	24	.85
PX3MF	Activities with mother and father - total	24	.85
PAR409	Sib 1 - age	20	.99
PAR4P	Sib 1 - range of play	20	.77
PAR4M	Sib 1 - supervision and reason	20	1.00
PAR4S	Sib 1 - squabble - all	20	.78
PAR4F	Sib 1 - fight - all	20	.89
PAR4SF	Sib 1 - fight & squabble	20	.87
PAR4J	Sib 1 - jealousy	19	.97
PAR608	Baby/toddler - age	3	1.00
PAR6B	Baby/toddler - range of activities	3	1.00
PAR6G	All sibs - get on	5	.15
PAR6M	Relationship with mother - perception	24	.95
PAR6D	Relationship with father - perception	24	.92
PAR6MD	Relationship with both parents - perception	24	.91
PAR6T	Discipline - by mother	24	.87
PAR6X	Discipline by father	24	.91
PAR6TX	Discipline by both parents	24	.88
PAR6A	Discipline - agreement between parents	24	.97
PAR6C	Feel in control - mother	24	.98
PAR6O	Feel in control - father	24	.96
PAR6CO	Feel in control - both parents	24	.98
PAR6K	Parent-child centred - both parents	24	1.00

PAR6L	Effectiveness of control - both parents	24	.98
PAR6E	Degree of conflict - both parents	29	.98
PAR6F	Conflict resolution - both parents	24	.99
PAR6P	Parenting style - mother	24	.99
PAR6Q	Parenting style - father	24	.99
PAR6PQ	Parenting style - both parents	24	.99
PX6L	Parent/child centred - both parents (rescaled)	24	.97
PX6F	Conflict resolution - both parents (rescaled)	24	.99
P6MA	Relationship with mother - overall composite	24	.97
P6FA	Relationship with father - overall composite	24	.95
P6MF	Relationship with both parents - overall composite	24	.97
P6J	Relationship with both parents - composite and agreement between parents	24	.97
PAR7A	Quality of relationship with other adults in home	9	1.00
PAR7M	Contact with maternal grandparents	24	.99
PAR7F	Number of maternal and paternal aunts and uncles	24	.99
PAR7W	Number of maternal and paternal cousins	24	1.00
PAR7U	Contact with closest maternal and paternal aunts and uncles	24	.99
PAR7B	Contact with all maternal and paternal aunts and uncles	24	.99
PAR7G	Closeness to maternal and paternal aunts and uncles	24	.98
PAR7S	Strain in relationships with maternal and paternal aunts and uncles	24	.95
PAR7X	Contact with maternal and paternal cousins	24	.88
PAR7Y	Closeness in relationships with all cousins	24	.94
PAR7Z	Strain in relationships with all cousins	21	.66
PAR8F	Contact with paternal grandparents	21	1.00
PAR11S	Mother's sociability	24	.96
PAR11F	Father's sociability	24	.98
PAR11SF	Both parents' sociability	24	.97

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TABLE B7.33 INTERRATER RELIABILITY ON PARENT INTERVIEW

Percentage observed and expected agreement and kappas on peer relationship variables

	n	%obs. agrmt	% exp.agrmt.	kappa
PAR907 Peer contact in parks	24	100	82	1.00
PAR908 Peer contact - playgroups	24	97	65	.91
PAR909 Peer contact - neighbourhood	24	94	54	.87
PAR910 Family visiting	22	91	70	.69
PAR911 Peers visit	24	98	67	.94
PAR912 Parent - reason no contact	3	100	85	1.00
PAR913 Parent - reason no contact	2	100	50	1.00
PAR915 Interest in peers	23	100	84	1.00
PAR916 Peers - all	16	94	78	.72
PAR917 Peers - sex	16	97	72	.89
PAR918 Peers - who	16	98	66	.96
PAR919 Peers - group size	16	98	82	.91
PAR922 Peers - mischievous	16	94	no var. in 1 rater	
PAR923 Peers - fight	16	99	91	.86
PAR924 Closest friend - age	21	100	85	1.00
PAR925 Closest friend - sex	21	95	52	.90
PAR928 Closest friend - how met	21	98	68	.94
PAR929 Closest friend - where met	21	96	87	.64
PAR936 Closest friend - leader	20	100	59	1.00
PAR942 Closest friend - enjoy company	21	100	79	1.00
PAR1113 When interested in children	23	100	75	1.00
PAR1114 When contact with children began	24	100	63	1.00
PAR1115 Early contact - visiting	24	96	85	.73
PAR1118 Early contact - clubs	24	98	71	.91
PAR1119 Playgroup	23	100	51	1.00
PAR1120 Parties - goes to	24	98	80	.92
PX1120 Parties (rescaled)	24	98	78	.92
PAR1122 Own parties	24	96	75	.84
PX1122 Own parties (rescaled)	24	96	75	.84
PAR1134 Stands up for self	24	97	70	.90
PAR1133 Parents' attitude to standing up for self	24	100	84	1.00

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TABLE B7.34 INTERRATER RELIABILITY ON PARENT INTERVIEW*Intraclass correlations on peer relationship and friendship composite variables*

Variables		n	Intraclass correlation
PAR9C	Overall amount and setting of peer contact	24	.92
PAR9D	Peer contact in neighbourhood and by visiting	24	.91
PAR9P	Peer play in casual group settings	16	.83
P9MS	Mischief and squabbles in group play settings	16	.59
PX9F	Number of regular friends/playmates (0-5)	24	.99
PAR9F	Number of regular friends (excluding 0)	21	.98
PZ9F	Total number of regular friends/playmates	24	.99
PY9F	Total friends/playmates-all contacts	24	.99
PAR9B	Number of friends/playmates who are best friends (1-5)	21	1.00
AGEY	Number of younger friends	24	1.00
RAGY	Proportion of younger friends	21	1.00
RAG2	Proportion of same-aged friends	21	.99
RAFO	Proportion of older friends	21	.99
NSEXO	Number of boys	24	1.00
PAR9Y	Proportion of boys	21	.99
NSEEX	Number sees often	24	1.00
PSEEX	Proportion sees often	21	.98
PXNOWX	Proportion met in neighbourhood, playgroup, school	21	.98
NFRL	Number has known long and sees at least weekly	24	1.00
PAR9PX	Range of play/activities-proportion	21	.96
F1SQX	Fights and squabbles - total	21	.97
F1SQJ	Fights and squabbles - closest friend	21	1.00
RESX	Number of fights, squabbles ended by parents	24	1.00
PREX	Proportion of fights, squabbles resolved by parents	21	.99
NL1KX	Enjoys friends company - number	24	.99
PL1KX	Enjoys friends company - proportion	21	.85
NWELY	Number who get on very well	24	.99
PWELY	Proportion who get on very well	21	.77
NWHEZ	Number who visit each other	24	.99

PWHEZ	Proportion who visit each other	21	.89
NFIX	Number of friends has fights with	24	1.00
PFIX	Proportion of friends has fights with	21	.99
PGPX	Proportion who play as pair only	21	.98
PGPY	Proportion who play in groups - including sibs, other children	21	.98
PAR11C	Past peer contact and amount	24	.97
PAR11D	Peer contact through child care	24	1.00
PAR11P	Children's parties - own and others	24	.91
PX11P	Children's parties - own and others (rescaled)	24	.92
PAR11E	Children's parties - enjoyment	24	.72
PAR11M	Parental attitudes to peer contact	24	.99

APPENDIX B

TABLE B7.35 REACH TEMPERAMENT SCALES - ASSOCIATIONS BETWEEN SUBSCALES
Pearson product moment correlations between scales at first and second assessments and for averaged scores for the total sample and for the E and C groups separately

	Total Sample		E Group		C group		
	R total	R1 (n = 36 boys)	R total	R1 (n = 18 boys)	R total	R1 (n = 18 boys)	R2
FIRST ASSESSMENT							
R1 Task Orientation	.69****		.43*		.85****		
R2 Personal Social Adaptability	.72****	.09	.75***	-.18	.68**	.25	
R3 Reactivity	.57***	.21	.52*	-.17	.63**	.62**	.02
SECOND ASSESSMENT		(n = 34 boys)		(n = 17 boys)		(n = 17 boys)	
R1 Task Orientation	.71****		.65**		.81****		
R2 Personal-Social Adaptability	.77****	.15	.74***	.01	.80****	.39	
R3 Reactivity	.55****	.2	.63**	.17	.45*	.23	.09
AVERAGED SCORES		(n = 34 boys)		(n = 17 boys)		(n = 17 boys)	
R1 Task Orientation	.57***		.41*		.82****		
R2 Personal-Social Adaptability	.79****	.02	.81	-.16	.74***	.30	
R3 Reactivity	.61***	.21	.62**	-.10	.61**	.67**	-.02

**** p < .001 *** p < .001 ** p < .01 * p < .05 + p < .10

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TABLE B7.36 REACH TEMPERAMENT SCALES

Correlations between first and second assessments for the whole group and for the E and C groups separately.

	Whole Group (n=34 boys)	E Group (n= 17 boys)	C Group (n= 17 boys)
Reach Total	.28	.44 ⁺	.06
R1 Task Orientation	-.03	.22	-.39
R2 Personal Social Adaptability	.68 ^{***}	.86 ^{****}	.39
R3 Reactivity	.44 ^{**}	.22	.69 ^{**}

⁺ p<.10 ^{*} p<.05 ^{**} p<.01 ^{***} p<.001 ^{****} p<.0001

APPENDIX B**TABLE B7.38 TEMPERAMENT AT SCHOOL AND PEER ACCEPTANCE**

Means, standard deviations, paired t-tests on Reach Scales and Pearson product-moment correlations on pair-difference scores for first and second assessment data.

FIRST ASSESSMENT				
Scale	E group (n=18 boys)	C group (n=18 boys)	(n=18 pairs)	
	mean (sd)	mean (sd)	t	r
R total	3.69 (.47)	3.96 (.54)	- 1.53	.07
R1 TO	3.07 (.74)	3.62 (.74)	- 2.14*	.25
R2 PSA	3.93 (.99)	4.02 (.83)	- 0.29	.06
R3 R	4.3 (.65)	4.41 (.59)	- .53	-.34
SECOND ASSESSMENT				
	(n=17 boys)	(n=17 boys)	(n=16 pairs)	(n=16 pairs)
R total	3.8 (.64)	3.98 (.53)	- 0.71	-.57*
R1 TO	3.52 (.98)	3.59 (.72)	0.09	-.35
R2 PSA	3.71 (1.15)	4.11 (.86)	- 1.12	-.35
R3 R	4.32 (.58)	4.39 (.56)	- .25	-.28

* $p < .05$

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TABLE B7.39 STABILITY OVER TIME ON MCDEVITT-CAREY TEMPERAMENT QUESTIONNAIRE

Pearson-product moment correlations between same-scale scores at first and second assessment.

Scale	Whole group (n=33 boys)	E group (n=16 boys)	C group (n=17 boys)
Diagnostic Category	.58***	.67***	.55*
MC Total score	.78****	.78****	.80****
MC 1 Activity	.78****	.87****	.67**
MC 2 Rhythmicity	.78****	.68***	.86****
MC 3 Approach/withdrawal	.47*	.17	.68**
MC 4 Adaptability	.54***	.65**	.49*
MC 5 Intensity	.66****	.61*	.68**
MC 6 Mood	.78****	.80***	.77***
MC 7 Persistence	.79****	.82****	.76***
MC 8 Distractability	.65****	.72****	.57*
MC 9 Threshold	.58***	.41*	.73***

* p<.05 ** p<.01 *** p<.001 **** p<.0001

APPENDIX B

TABLE B7.40 CORRELATIONS BETWEEN TOTAL SCORE AND EACH SUBSCALE SCORE OF THE McDEVITT-CAREY TEMPERAMENT QUESTIONNAIRE
- averaged scores for total sample and for E and C groups separately.

Scale	Averaged Scores		
	Whole group (n = 33boys)	E group (n = 16boys)	C group (n = 17boys)
MC 1 Activity	.78****	.80***	.77***
MC 2 Rhythm	.34*	.29	.39
MC 3 Approach/withdrawal	.41*	.34	.48*
MC 4 Adaptability	.63****	.64**	.63**
MC 5 Intensity	.13	.16	.14
MC 6 Mood	.75****	.80***	.69**
MC 7 Persistence	.66****	.73**	.58**
MC 8 Distractibility	.41*	.44*	.39
MC 9 Threshold	.22	.23	.22

* p< .1 * p< .05 ** p< .01 ** p< .01 *** p< .001 **** p< .0001

APPENDIX B

TABLE B7.42 TEMPERAMENT AT HOME AND PEER ACCEPTANCE AT SCHOOL - AT FIRST AND SECOND ASSESSMENTS

Means, standard deviations, paired t-tests for McDevitt-Carey Questionnaire and Pearson product moment correlations on pair-difference scores

FIRST ASSESSMENT (n = 18 pairs)					
	E		C		
	Mean	(sd)	Mean	(sd)	t r
MC Diagnostic	1.61	(.92)	1.83	(1.29)	-.59 -.40*
MC Total	30.22	(3.15)	30.44	(3.19)	-.18 .37
MC 1 Activity	4.01	(.84)	3.76	(.78)	.97 .14
MC 2 Rhythm	2.45	(.67)	2.48	(.94)	-.14 -.08
MC 3 Approach/withdrawal	2.77	(.76)	2.89	(.88)	-.41 .01
MC 4 Adaptability	2.70	(.63)	2.58	(.64)	.55 .14
MC 5 Intensity	4.27	(.51)	4.53	(.73)	-1.48 .25
MC 6 Mood	3.15	(.79)	3.07	(.72)	.26 .52*
MC 7 Persistence	3.14	(.86)	3.00	(.72)	.5 -.09
MC 8 Distractability	3.93	(.81)	4.16	(.72)	-.83 .42*
MC 9 Threshold	3.81	(.66)	3.96	(.68)	-.78 .49*
SECOND ASSESSMENT (n = 15 pairs)					
	E		C		
	(n = 16boys) Mean (sd)		(n = 17boys) Mean (sd)		t r (n = 15 pairs)
MC Diagnostic	1.88	(.96)	1.82	(1.01)	-.33 .36
MC Total	30.09	(3.39)	29.64	(2.78)	-.12 .11
MC 1 Activity	3.93	(.88)	3.89	(.65)	-.37 .11
MC 2 Rhythm	2.57	(.54)	2.62	(.82)	-.9 .29
MC 3 Approach/Withdraw	2.83	(.62)	2.69	(.76)	.12 .34
MC 4 Adaptability	2.71	(.70)	2.47	(.62)	.56 .56*
MC 5 Intensity	4.17	(.47)	4.46	(.45)	-1.33 -.24
MC 6 Mood	3.23	(.91)	3.20	(.68)	-.17 .15
MC 7 Persistence	3.09	(.76)	2.86	(.71)	.98 .02
MC 8 Distractability	3.65	(.79)	3.70	(.72)	-.1 -.47*
MC 9 Threshold	3.89	(.42)	3.76	(.58)	.81 -.45+

* p<.10 * p<.05

APPENDIX B

TABLE B7.44 BEHAR-STRINGFIELD SCALE - ASSOCIATIONS BETWEEN SUBSCALES
Pearson product-moment correlations between scales at first and second assessments and for averaged data for total sample and E and C groups separately

FIRST ASSESSMENT	Total sample (n = 36 boys)		E Group (n = 18 boys)		C Group (n = 18 boys)	
	BS total	BS1	BS2	BS total	BS1	BS2
BS1 Hostile	.90****	-		.94****	-	
BS2 Anxious	.77****	.49**	-	.75****	.55**	-
BS3 Hyperactive/ distract	.57***	.42**	.24	.47*	.46*	-.05
SECOND ASSESSMENT						
BS1 Hostile	.80****	-		.83****	-	
BS2 Anxious	.72****	.27	-	.74***	.31	
BS3 Hyperactive/distrac	.67****	.45**	.27	.63**	.53*	.16
AVERAGED DATA						
BS1 Hostile	.87****	-		.88****	-	
BS2 Anxious	.69****	.31*		.71***	.34	-
BS3 Hyperactive/distract	.48**	.42**	.05	.24	.33	-.29

* p . 1 * p .05 ** p .01 *** p .001 **** p .0001

APPENDIX B**TABLE B7.45 BEHAR STRINGFIELD SCALE - TEMPORAL STABILITY**

Correlations between scores at first assessment and second assessment for total sample, and for E and C groups separately

	Total sample (n = 34 boys)	E (n = 17 boys)	C (n = 17 boys)
B-S Total Problems	.19	.11	.21
BSI Hostile-aggressive	.48**	.32	.72***
BS2 Anxious	.28*	.36	.23
BS3 Hyperactive-distractible	-.12	.01	-.30

* p<.10 * p<.05 ** p<.01 *** p<.001

APPENDIX B

TABLE B7.47 PSYCHOLOGICAL PROBLEMS AND PEER ACCEPTANCE

Means, sds, paired t-tests on the Behar-Stringfield Questionnaire and Pearson product-moment correlations on pair-difference scores at first and second assessment

	E group (n=18 boys) m (sd)	C group (n=18 boys) m (sd)	(n=18prs) t	(n=18 prs) r
FIRST ASSESSMENT				
BS - total	13.28 (9.01)	9.22 (7.37)	1.71	.25
BS1 Hostile Aggression	5.06 (5.27)	2.94 (3.73)	1.56	.30
BS2 Anxious	3.78 (3.06)	3.53 (2.92)	-.08	-.09
BS3 Hyperactive	2.67 (2.20)	1.44 (1.69)	1.73 ⁺	.24
SECOND ASSESSMENT				
	(n=17 boys)	(n=17 boys)	(n=16 prs)	(n=16 prs)
BS - total	13.29 (7.07)	9.35 (5.3)	1.68	.58 ⁺
BS1 Hostile Aggression	5.06 (4.01)	3.12 (3.02)	1.35	.54
BS2 Anxious	4.47 (2.81)	2.94 (2.02)	1.80	.15
BS3 Hyperactive	2.35 (2.12)	2.36 (1.87)	-0.14	.57 ⁺

* p<.10 * p<.05

APPENDIX B

TABLE B7.48 TEMPORAL STABILITY OF PSYCHOLOGICAL PROBLEMS AT HOME

Pearson product-moment correlations between first and second assessments for total sample and for E and C groups

Parent Identified Problems	Total sample (n = 34 boys)	E group (n=17 boys)	C group (n=17 boys)
Number	- 0.06	- .34	.15
Severity	0.01	- .17	.33
Number and severity	- .005	- .27	.30
Systematic Questioning			
Somatic Pains	.30*	.38	.30
Biological functions	.82****	.85****	.82****
Activity	.59***	.60**	.68**
Panics	.63****	.40*	.79***
Mood	.55***	-.01	.90****
Fears	.62****	.43*	.76***
Rituals	.35*	.48*	.25
Tantrums	.47**	.47*	.43*
Speech and language	.70****	.89****	.52
Total score 1 (sum of scores)	.68****	.53*	.82****
Total score 2 (equal weighting)	.56***	.47*	.68**
Total score 3 (4 problems)	.61****	.44*	.79***

* p<.10 * p<.05 ** p<.01 *** p<.001 **** p<.0001

APPENDIX B

TABLE B7.49 ASSOCIATION BETWEEN TYPES OF PSYCHOLOGICAL PROBLEMS AT HOME

Pearson product-moment correlations for averaged scores for the total sample and for the E and C groups separately.

a) Total Sample (n = 34 boys)								
	Somatic	Biol.	Act.	Habit	Mood	Fear	Ritual	Tantrum
Somatic pains	-							
Biological	.80	-						
Activity	-.24	.23	-					
Habits	.07	.17	.08	-				
Mood	-.13	.17	-.14	.06	-			
Fears	.20	-.14	.16	.14	.44**	-		
Rituals	.002	-.06	-.15	.14	.51**	.34*		
Tantrums	-.17	-.01	.36*	-.24	.44**	.26	.05	-
Speech	-.12	-.04	.12	.21	.09	-.07	-.02	-.17

TABLE B7.49 contd..

b) E Group (n = 17 boys)								
	Somatic	Biol.	Act.	Habit	Mood	Fear	Ritual	Tantrum
Somatic pains	-							
Biological	.47*	-						
Activity	-.05	.12	-					
Habits	.24	.57*	.19	-				
Mood	.12	-.02	-.04	-.05	-			
Fears	.04	-.14	.58**	-.05	.28	-		
Rituals	-.02	.06	-.004	-.04	.24	-.37	-	
Tantrums	-.25	-.32	.34	-.35	.74***	.49*	.19	-
Speech	.16	-.27	.17	.23	-.25	-.06	-.07	-.27
c) C Group (n = 317boys)								
	Somatic	Biol.	Act.	Habit	Mood	Fear	Ritual	Tantrum
Somatic pains	-							
Biological	-.30	-						
Activity	-.42*	.35	-					
Habits	-.03	-.11	-.002	-				
Mood	-.26	.30	-.19	.11	-			
Fears	.31	-.14	-.14	.24	.50*	-		
Rituals	.01	-.16	-.25	.28	.63**	.77***	-	
Tantrums	-.07	.55*	.42*	-.22	.37	.07	.04	-
Speech	-.46	.29	.07	.22	.33	-.10	-.03	.10

* p<.10 * p<.05 ** p<.01 *** p<.001 **** P<.0001

APPENDIX B

TABLE B7.50 ASSOCIATION BETWEEN EACH PSYCHOLOGICAL PROBLEM AREA AND TOTAL PROBLEM SCORE

Pearson product-moment correlations on averaged scores for total sample and for E and C groups separately

Problem	Total sample (n = 34 boys)			E group (n = 17boys)	C group (n=17boys)
	Total 1 (sum)	Total 2 (weight sum)	Total 3 (4 scales)	Total 1 (sum)	Total 1 (sum)
Somatic	.09	.20	-.10	.33	-.09
Biological	.52**	.33*	.03	.56*	.50*
Activity	.41*	.36*	.09	.64**	.22
Habits	.38*	.23	-.01	.43*	.36
Mood	.65****	.70****	.87****	.51*	.74****
Fears	.65****	.63****	.61**	.59**	.70**
Rituals	.38*	.47**	.59***	.09	.61**
Tantrums	.44**	.63****	.72****	.44*	.52*
Speech & Language	.01	-.03	.06	-.19	.22
Total 2	.93****	-	-	.90****	.96****
Total 3	.72****	.85****	-	.55*	.91****

* $p < .10$ * $p < .05$ * $p < .01$ *** $p < .001$ **** $p < .001$

APPENDIX B

TABLE B7.53 PSYCHOLOGICAL PROBLEMS AT HOME AND PEER ACCEPTANCE AT SCHOOL

Means, standard deviations, paired t-tests and Pearson product-moment correlations on pair-difference scores at first and second assessment

FIRST ASSESSMENT

Parental concerns	E (n=18boys) m (sd)	C (n=18boys) m (sd)	t (n=18prs)	r (n=18prs)
No. of diffics(P249)	.72 (.67)	.67 (.84)	.22	.15
Degree of diffic.(P250)	1.12 (.99)	.72 (.83)	1.24	.25
No. & degree of diffic(PAR2PS)	1.78 (1.56)	1.39 (1.61)	0.82	.23
Systematic questioning				
Somatic pains (P252)	.17 (.38)	.28 (.58)	-.62	-.54*
Biological frs. (P2D)	4.28 (2.19)	4.17 (2.36)	-.11	-.14
Activity, concen.(P2A)	1.11 (1.49)	.78 (1.17)	.88	.06
Habits (P2H)	1.28 (.90)	.83 (1.25)	1.12	.09
Mood (P2M)	3.83 (1.34)	3.94 (1.35)	-.27	.56*
Fears (P3F)	2.17 (1.95)	2.91 (2.5)	-.93	-.09
Rituals (P3R)	0.39 (.50)	.78 (.88)	-1.80*	.04
Tantrums (P3T)	1.5 (1.38)	.94 (.80)	1.53	.01
Language/speech (P3L)	.33 (.69)	.33 (.49)	-.27	.08
Language/speech -past (P3LP)	.56 (.86)	.67 (.84)	-.38	.29
Total problems 1 (sum)(2Z)	14.72 (4.85)	14.33 (5.5)	.20	.09
Total problems 2 (equal weighting) (2ZZ)	3.62 (1.26)	3.53 (1.25)	.28	-.04
Total 3 (4 problems) (P2PPZ)	2.44 (1.19)	2.44 (1.14)	.01	.30

TABLE B7.53 /contd...

SECOND ASSESSMENT

Parental concerns	E		C		t	r
	(n=16boys) m	(sd)	(n=16boys) m	(sd)	(n=16 prs)	(n=16 prs)
No. of diffics(P249)	.47	(.72)	.77	(.75)	-1.96*	-.01
Degree of diffic.(P250)	.65	(1.0)	1.06	(1.00)	-1.19*	-.03
No. & degree of diffic(PAR2PS)	1.12	(1.69)	1.82	(1.67)	-1.98*	-.02
Systematic questioning						
Somatic pains (P252)	.29	(.47)	0.18	(.39)	.44	.14
Biological frs. (P2D)	3.71	(2.34)	3.53	(1.7)	-1.00	.03
Activity, concen.(P2A)	0.47	(.80)	.65	(1.11)	-.75	-.16
Habits (p2H)	.88	(1.11)	1.00	(1.5)	-.37	.22
Mood (P2M)	3.35	(1.27)	3.71	(1.9)	-1.14	.03
Fears (P3F)	1.65	(1.87)	1.77	(2.08)	.10	-.37
Rituals (P3R)	0.27	(0.59)	0.47	(.51)	-.82	.28
Tantrums (P3T)	1.06	(1.09)	.88	(.70)	.20	.10
Language/speech (P3L)	0.24	(.56)	.41	(.462)	-.88	-.19
Total problems 1(sum)(2Z)	11.71	(4.93)	12.88	(4.9)	-.96	-.02
Total problems 2(equal weighting) (2ZZ)	2.93	(1.4)	3.0	(1.24)	-.85	.14
Total 3 (4 problems) (P2PPZ)	1.96	(1.0)	2.09	(1.02)	-.72	.09

* p<.10 *p<.05

APPENDIX B

TABLE B7.56 ASSOCIATIONS BETWEEN REACH AND BEHAR-STRINGFIELD SUBSCALES AND WEIR-DUVEEN SCALE

Pearson product-moment correlations on pair-difference averaged scores.

Behar Stringfield	REACH			Weir-Duveen
	R1 Task orient.	R2 Pers. social	R3 Reactivity	
BS1 (Hostile-aggressive)	-.60*	.14	-.50*	-.45*
BS2 (Anxious)	.25	-.70**	-.27	-.26
BS3 (Hyperactive-distractible)	-.76***	.09	-.36	-.31
Weir-Duveen (prosocial)	.001	.49*	-.44*	-

** p< .01 * p<.05 + p< .1

APPENDIX B

TABLE B7.57 ASSOCIATION BETWEEN DIFFERENT ASPECTS OF EMOTION
Pearson product-moment correlations on averaged data for total sample and E and C groups separately

Total sample (n=34boys)	Expression	Clarity	Affectionate	Clingy	Feelings
Main expression (TX77)	-				
Clarity (TX76)	.14	-			
Affectionate (FOND)	.11	.25	-		
Clingy (CLIN)	.50**	-.39*	-.33*	-	
Feelings (FEEL)	.96****	.27	.10	.46**	-
Emotion (EMOT)	.93****	.25	.34*	.45**	.96****
E Group (n=17boys)					
Clarity (TX76)	.05	-			
Affectionate (FOND)	-.25	.22	-		
Clingy (CLIN)	.63**	-.42*	-.55*	-	
Feelings (FEEL)	.98****	.01	-.31	.67**	-
Emotion (EMOT)	.97****	-.01	-.16	.68**	.98****
C Group (n = 17 boys)					
Clarity (TX76)	.06	-			
Affectionate (FOND)	.01	.20	-		
Clingy (CLIN)	.61**	-.37	-.25	-	
Feelings (FEEL)	.89****	.49*	.07	.37	-
Emotion (EMOT)	.85****	.40	.44*	.40	.91****

* p .10 * p .05 ** p .01 *** p .0001 **** p .0001

APPENDIX B**TABLE B7.58 STABILITY OF EMOTIONAL EXPRESSION**

Pearson product-moment correlations between first and second assessments for total sample, and for E and C groups separately

	Total Sample (n=34 boys)	E group (n=17boys)	C group (n=17boys)
Expression (TX77)	.39*	.31	.18
Clarity (TX76)	-.02	.07	-.12
Affectionate (FOND)	.47**	.30	.49*
Clingy (CLIN)	.29*	.37	.25
Feelings (FEEL)	.33*	.23	.26
Emotion (EMOT)	.34*	.25	.17

* $p < .10$ * $p < .05$ ** $p < .01$

APPENDIX B

TABLE B7.60 EMOTIONAL EXPRESSION AND PEER ACCEPTANCE

Means, standard deviations, paired t-tests and Pearson product-moment correlations for first and second assessment data

	E (n=18boys)	C (n=18boys)	t	r
FIRST ASSESSMENT	mean (sd)	mean (sd)	(n=18prs)	(n=18prs)
Expression (TX77)	.44 (2.26)	2.06 (1.73)	-2.53*	-0.36
Clarity (TX76)	2.94 (1.0)	3.28 (1.02)	-0.92	- .40*
Affectionate (FOND)	.67 (1.65)	2.78 (3.00)	-3.19**	- .05
Clingy (CLING)	-1.22 (1.67)	-1.22 (1.7)	0.0	.03
Feelings (FEEL)	2.17 (7.03)	6.39 (6.79)	-2.05*	- .33
Emotion (EMOT)	1.61 (7.51)	7.94 (8.86)	-2.69*	- .30
SECOND ASSESSMENT	(n=17boys)	(n=17boys)	(n=16prs)	(n=16prs)
Expression (TX77)	0.77 (2.49)	2.77 (.44)	-3.60**	.13
Clarity (TX76)	3.18 (1.0)	3.24 (1.25)	0.0	- .64**
Affectionate (FOND)	1.24 (1.89)	2.12 (2.67)	-1.39	.40
Clingy (CLIN)	-0.53 (.94)	-0.47 (1.28)	-0.37	.04
Feeling (FEEL)	1.88 (8.28)	9.06 (3.93)	-2.81**	- .11
Emotions (EMOT)	2.59 (8.8)	10.71 (5.10)	-2.85**	- .01

* p<.10 * p<.05 ** p<.01

APPENDIX B**TABLE B7.62 STABILITY OF PLAY AT HOME**

Pearson product-moment correlations between first and second assessments for total sample and for E and C groups separately

	Total (n=34boys)	E (n=17boys)	C (n=17boys)
Indoor play (P3P)	.26	.48*	-.05
Outdoor play (P3PO)	.19	.30	.03
All play (PAR3P)	.17	.31	-.11
Independent Play (PAR338)	.48**	.00	.49*
Interest in playing with others (PAR339)	.59***	.71****	.55*
Social play (composite)(PAR3S)	.64****	.68**	.64**

* p<.05 ** p<.01 *** p<.001 **** p<.0001

APPENDIX B

TABLE B7.65 SEPARATIONS, DAY CARE, BABYSITTING AND VISITING AT FIRST ASSESSMENT AND PEER ACCEPTANCE AT SCHOOL
Means, standard deviations by group, paired t-tests and Pearson product-moment correlations

	E		C		n prs	t	n prs	r
	n boys	m (sd)	n boys	m (sd)				
a) Separations (PAR2A)								
Age at first separation (PAR2T)	18	2.11 (1.88)	18	2.28 (2.25)	18	-0.30	16	.54*
Predominant alternative care	14	2.43 (1.99)	14	2.79 (2.83)	13	-0.14	11	.15
	13	1.15 (2.19)	14	1.43 (2.07)	12	-0.51	10	.21
b) Current day care								
Past & present daycare	18	0.17 (0.52)	18	0.17 (.52)	18	0.00	16	.18
	18	0.72 (1.32)	18	0.56 (1.04)	18	0.53	16	.26
c) Babysitters								
	18	3.0 (1.14)	18	2.56 (1.46)	18	1.14	16	.25
d) Visits to adults								
Visits to adults (no. & duration)	18	1.17 (1.47)	18	1.67 (1.19)	18	-1.41	16	.12
Age began visiting adults	15	1.67 (0.98)	13	1.69 (1.75)	13	0.00	12	.44
	15	1.27 (0.59)	12	0.67 (.78)	12	2.69*	11	-.24
e) Visits to children								
Ever stayed with friend	6	1.17 (1.17)	1	0 -		-		-
	18	0.56 (.86)	18	0.11 (.47)	18	1.81	16	.20
f) Predominant reaction to any separation (PAR2RP)								
Severest reaction to any separation (PAR2RS)	18	0.56 (1.59)	16	0.88 (1.75)	16	-0.37	14	.45*
	18	0.89 (2.19)	16	2.88 (2.66)	16	-1.96*	14	.35

* $p < .10$ * $p < .05$

APPENDIX B

TABLE B7.66 STABILITY OF SOCIAL BEHAVIOUR AND FRIENDSHIP

Pearson product-moment correlations between first and second assessments for the total sample and for E and C groups separately

	Total sample (n=34boys)	E (n=17boys)	C (n=17boys)
Social behaviour (TEA7)	.64****	.62**	.56*
Time with children (TEA22)	.71****	.69**	.67**
Sex of playmates (TEA14)	.36*	.14	.60**
Range of groups (WHOP)	.29*	.23	.26
Hovers - children (TEA13)	-.18	-.30	.54*
Range of play (PLAY)	.11	.30	.04
Leadership (TEA36)	.37*	.53*	.17
Has a friend (NOFR)	.48*	.41*	.30
Close friends (TEA23)	.28	.05	.42*
Friendship (FRIEND)	.35*	.21	.35
Liked (TEA49)	.29*	.13	.10
Sociability (TSOC)	.55****	.38	.63**

* p<.10 * p<.05 ** p<.01 *** p<.001 **** p<.0001

APPENDIX B

TABLE B7.67 ASSOCIATIONS BETWEEN ASPECTS OF PEER SOCIAL BEHAVIOUR AT SCHOOL
Pearson product-moment correlations on averaged scores for total sample and E and C groups separately

a) Whole Group (n = 34 boys)

	SOC.BEHAV	TIME	SEX	GROUPS	HOVERS	PLAY	LEAD	HAS FR	BEST FR	FRIENDS	LIKED
Social behaviour (TEA7)	-										
Time with children (TEA 22)	.87****	-									
Sex of playmates (TEA14)	.35*	.48**	-								
Range of soc. groups (WHOP)	.60***	.59***	.17	-							
Hovers round children (TEA13)	-.42**	-.42**	-.12	-.48***	-						
Range of play (PLAY)	.59***	.55**	.36*	.28	-.28	-					
Leadership (TEA36)	.68****	.62***	.39*	.53***	-.45**	.63****	-				
Has a friend (NOFR)	.91****	.80****	.35*	.51**	-.56***	.54***	.69****	-			
Best friend (TEA23)	.47**	.37*	.10	.27	-.09	.51**	.34*	.34*	-		
Friendship (FRIEND)	.73****	.61***	.21	.41*	-.31*	.62****	.54***	.67****	.92****	-	
Liked by children (TEA49)	.42**	.23	.08	.38*	-.28	-.05	.15	.47**	.04	.23	-
Sociability (TSOC)	.95****	.91****	.37*	.70****	-.58***	.61****	.71****	.89****	.57***	.81****	.36*

TABLE B7.67 continued

b) E Group (n = 17 boys)

	SOC.BEHAV	TIME	SEX	GROUPS	HOVERS	PLAY	LEAD	HAS FR.	BEST FR.	FRIENDS	LIKED
Social behaviour (TEA7)	-										
Time with children (TEA22)	.84****	-									
Sex of playmates (TEA14)	.52*	.58*	-								
Range of Social Groups (WHOP)	.61**	.61**	.30	-							
Hovers round children (TEA13)	-.41*	-.40	-.25	-.37	-						
Range of Play (PLAY)	.61	.63**	.48*	.40	-.27	-					
Leadership (TEA36)	.80****	.73***	.52*	.65**	-.52*	.82****	-				
Has a friend (NOFR)	.90****	.70**	.49*	.48*	-.53*	.61**	.81****	-			
Best friends (TEA23)	.53*	.61**	.23	.37	-.14	.52*	.46*	.39	-		
Friendship (FRIEND)	.80****	.76***	.39	.50*	-.15	.66**	.71***	.75***	.90****	-	
Liked by children (TEA49)	.16	-.16	.06	.20	.02	-.27	.03	.20	-.24	-.08	-
Sociability (TSOC)	.94****	.93****	.54*	.71**	-.54*	.66**	.85****	.86****	.61**	.84****	-.001

TABLE B7.67 continued

c) C Group (n = 17 boys)

	SOC.BEHAV.	TIME	SEX	GROUPS	HOVERS	PLAY	LEAD	HAS FR.	BEST FR.	FRIENDS	LIKED
Social Behaviour (TEA7)	-										
Time with children (TEA22)	.88****	-									
Sex of playmates (TEA14)	.36	.57*	-								
Range of Social Groups (WHOP)	.46*	.45*	.15	-							
Hovers round children (TEA13)	-.17	-.20	-.11	-.48*	-						
Range of play (PLAY)	.53*	.47*	.29	.10	-.29	-					
Leadership (TEA36)	.58**	.49*	.29	.37	-.33	.36	-				
Has a friend (NOFR)	.87****	.89****	.46*	.32	-.34	.46*	.49*	-			
No. of best friends (TEA23)	.35	.09	.07	.10	-.18	.52*	.23	.15	-		
Friendship (FRIENDS)	.54*	.28	.18	.16	-.28	.59*	.28	.44*	.96****	-	
Liked by children (TEA49)	.66**	.75***	.45*	.52*	-.57*	.36	.50*	.69**	.11	.30	-
Sociability (TSOC)	.94****	.86****	.42*	.58*	-.41*	.61**	.61**	.87****	.51*	.74**	.73***

* p < .10 * p < .05 ** p < .01 *** p < .001 **** p < .0001

APPENDIX B

TABLE B7.68 ASSOCIATIONS BETWEEN ASPECTS OF SOCIAL BEHAVIOUR BEHAVIOUR AND FRIENDSHIP AT SCHOOL
Pearson product-moment correlations on E-C pair-difference scores for averaged data.

(n = 16 pairs)

	TEA7	TEA22	TEA14	WHOP	TEA13	PLAY	TEA36	NOFR3	TEA23	FRIEND	TEA49
Social behaviour (TEA7)	-										
Time with children (TEA22)	.81****	-									
Sex of playmates (TEA14)	.44*	.60**	-								
Range of social groups (WHOP)	.45*	.45*	-.01	-							
Hovers round children (TEA13)	.18	.05	-.13	-.22	-						
Range of play (PLAY)	.47*	.52*	.41	.28	.03	-					
Leadership (TEA36)	.62**	.58*	.37	.48*	-.41	.58*	-				
Has a friend (NOFR)	.88****	.76****	.49*	.31	-.29	.33	.68**	-			
No. of close friends (TEA23)	.42*	.41	.10	.24	.20	.79***	.40	.28	-		
Friendship (FRIENDS)	.55*	.52*	.16	.27	-.01	.78***	.49*	.56*	.95****	-	
Liked by children (TEA49)	.13	-.02	.08	.13	-.04	-.46*	-.01	.32	-.44*	-.26	-
Sociability (TSOC)	.84****	.86****	.39	.60*	-.38	.56*	.73**	.85****	.56*	.75***	.03

* p = .10 * p<.05 ** p<.01 *** p<.001 **** p<.0001

APPENDIX B

TABLE B7.70 SOCIABILITY AND PEER ACCEPTANCE AT SCHOOL

Means, standard deviations, t-tests and Pearson product-moment correlations on paired data at first and second assessments

FIRST ASSESSMENT

	E (n=18boys) m (sd)		C (n=18boys) m (sd)		t (n=18prs)	r (n=18prs)
Social behaviour (TEA7)	3.39	(2.06)	4.72	(2.16)	-2.11*	-.43*
Time with children (TEA22)	3.39	(1.58)	3.94	(1.51)	-1.40	-.15
Sex of playmates (TEA14)	3.50	(1.42)	3.56	(1.29)	-.13	.08
Range of groups (WHOP)	3.28	(1.49)	4.11	(1.28)	-2.05*	.16
Hovers (TEA13)	0.56	(.78)	0.06	(.24)	3.00**	-.02
Range of play (PLAY)	2.94	(1.77)	3.67	(1.53)	-1.58	.32
Leadership (TEA36)	3.22	(2.29)	3.72	(1.74)	-.71	.06
Has no friend (TEA37/NOFR)	0.44	(.51)	0.78	(.43)	-2.38*	.19
Best friends (TEA23)	0.94	(1.0)	1.17	(1.04)	-.70	.19
Friendship (FRIEND)	1.39	(1.24)	1.94	(1.21)	-1.46	.08
Liked (TEA49)	4.50	(1.54)	5.50	(.52)	3.22**	-.47*
Sociability (TSOC)	1.38	(.92)	1.99	(.73)	-2.72**	-.15

SECOND ASSESSMENT

	(n=17 boys)		(n=17 boys)		(n=16 prs)	(n=16 prs)
Social behaviour (TEA7)	3.41	(2.18)	5.0	(2.21)	-2.14	.14
Time with children (TEA22)	3.29	(1.53)	4.41	(1.18)	-2.22*	.12
Sex of playmates (TEA14)	4.24	(.75)	3.77	(.97)	1.20	-.24
Range of groups (WHOP)	2.71	(.92)	3.06	(.9)	-1.26	-.46*
Hovers round children (TEA13)	0.29	(.69)	0.18	(.39)	.56	.53*
Range of play, activities (PLAY)	3.94	(1.25)	3.41	(1.54)	1.43	-.001
Leadership (TEA36)	3.65	(2.12)	3.65	(2.18)	-0.09	-.14
Has no friend (TEA37/NOFR)	.47	(.51)	.81	(.40)	-3.06**	.06
Best friends (TEA23)	.59	(.80)	1.06	(1.09)	-1.1	.06
Friendship (FRIEND)	1.06	(1.09)	1.94	(1.24)	-2.71*	.02
Liked by children (TEA49)	4.41	(1.77)	5.71	(.77)	2.51*	-.29
Sociability (TSOC)	1.34	(.85)	1.94	(.69)	-2.37*	-.10

* p < .10 * p < .05 **p < .01

APPENDIX B**TABLE B7.71 SOCIAL BEHAVIOUR AND PEER ACCEPTANCE AT SCHOOL**

*Pearson product-moment correlations on averaged scores (actual scores)
for total sample and E and C groups separately*

	Total Sample (n = 34)	E Group (n = 17)	C Group (n = 17)
Social behaviour (TEA7)	-.30 ⁺	.02	-.09
Time with children (TEA22)	-.23	.22	-.21
Sex of playmates (TEA14)	-.03	-.22	-.11
Range of groups (WHOP)	-.30 ⁺	-.21	.04
Hovers (TEA13)	.43 ^{**}	.08	.57 [*]
Range of play (PLAY)	-.24	-.12	-.48 [*]
Leadership (TEA36)	-.19	-.16	-.26
Has a friend (TEA37/NOFR)	-.35 [*]	.03	-.23
Best friends (TEA23)	-.07	.20	.10
Friendship (FRIEND)	-.20	.16	.01
Liked (TEA49)	-.57 ^{***}	-.33	-.34
Sociability (TSOC)	-.34 [*]	.07	-.17

* p<.10 * p<.05 ** p<.01 *** p<.001

APPENDIX B

TABLE B7.72 STABILITY OF PEER CONFLICT AT SCHOOL

*Pearson product-moment correlations for total sample,
and for E and C groups separately*

	Total Sample (n = 34boys)	E Group (n = 17boys)	C Group (n = 17boys)
Fight (TEA 38-42)	.60***	.52*	.71***
Argue (TEA 43-47)	.33 ⁺	.53*	.10
Picks, bullies (PICKS)	.30 ⁺	.30	.39
Tells tales (TALES)	.36*	.30	.51*
Resp to provocation (RPROV)	.21	.06	.26
Is teased, bullied (BULLIED)	.24	.32	.02
Fight and argue (FIARG)	.59***	.56*	.63**
Conflict (CONF)	.54***	.52*	.61**
Aggression (AGGR)	.52**	.49*	.64**

⁺ p < .10 * p < .05 ** p < .01 *** p < .001

APPENDIX B

TABLE B7.73 ASSOCIATIONS BETWEEN DIFFERENT ASPECTS OF PEER CONFLICT FOR AVERAGED SCORES
Pearson product-moment correlations for total sample and for E and C groups separately

(a) TOTAL SAMPLE (n = 34 boys)

	Fight	Argue	Pick	Tales	R.Prov.	Bullied	Fight & Argue	Conflict
Fight (TEA38-42)	-							
Argue (TEA43-47)	.69****	-						
Picks/bullies (PICKS)	.72****	.68****	-					
Tells tales (TALES)	.15	.26	.12	-				
Response to provocation (RPROV)	.59***	.52**	.52**	.10	-			
Is teased, bullied (BULLIED)	.33 ⁺	.37*	.58***	.26	.34*	-		
Fight & argue (FIARG)	.95****	.89****	.77****	.22	.61****	.37*	-	
Conflict (CONF)	.91****	.86****	.91****	.19	.61****	.48**	.97****	-
Aggression (AGGR)	.93****	.74****	.92****	.15	.60***	.48**	.93****	.98***

TABLE B7.73 continued

(b) E Group (n=17boys)	Fight	Argue	Pick	Tales	R. Prov.	Bullied	Fight & Argument	Conflict
Argue	.78***	-						
Picks/bullies	.82****	.64**	-					
Tells tales	.10	.23	.07	-				
Response to provocation	.73***	.57*	.39	.11	-			
Is teased, bullied	.51*	.37	.71***	.18	.35	-		
Fights & argues	.96****	.93****	.79***	.16	.69**	.47	-	
Conflict	.96****	.87****	.91****	.14	.61**	.59**	.97****	-
Aggression	.96****	.75****	.95****	.09	.59**	.64**	.92****	.98****

TABLE B7.73 *continued*

(c) C Group (n = 17boys)	Fight	Argue	Pick	Tales	R.Prov.	Bullied	Fight & Argue	Conflict
Argue	.56**	-						
Picks/bullies	.61**	.73**	-					
Tells tales	.24	.33	.21	-				
Response to provocation	.44 ⁺	.49	.63**	.121	-			
Is teased, bullied	-.05	.33	.35	.47 ⁺	.30	-		
Fights & argues	.93****	.82****	.74	.31	.52*	.33	-	
Conflict	.86****	.84****	.90	.29	.60**	.45 ⁺	.96***	
Aggression	.90****	.71**	.90	.90	.59**	.40	.93****	.98****

* p < .10 * p < .05 ** p < .01 *** p < .001 **** p < .0001

APPENDIX B

TABLE B7.75 PEER CONFLICT AND PEER ACCEPTANCE

Means, standard deviations, paired t-tests and Pearson product-moment correlations on pair-difference scores

FIRST ASSESSMENT

	E (n=18boys)		C (n=18boys)		t r (n=18 pairs)	
	m	(sd)	m	(sd)		
Fights (TEA38-48)	7.17	(5.19)	4.33	(4.31)	1.93*	.07
Arguments (TEA43-47)	6.39	(5.03)	4.94	(4.18)	.81	.07
Fights & Argues (FIARG)	13.56	(9.59)	9.28	(7.86)	1.38	-.01
Picks on, bullies (PICKS)	5.39	(6.22)	3.22	(5.42)	1.03	.27
Tells Tales (TALES)	5.28	(4.44)	4.89	(3.64)	.28	.19
Response to prov (TEA48)	3.78	(1.77)	3.11	(1.71)	1.2	.05
Response to prov (RPROV)	3.06	(1.35)	2.39	(1.42)	1.37	.03
Teased, bullied (BULLIED)	2.5	(4.49)	1.11	(2.61)	1.03	.55*
Resp. prov bullied (RPBUD)	5.56	(5.51)	3.5	(3.1)	1.27	.47*
Conflict (CONF)	18.94	(14.58)	12.5	(11.8)	1.35	.12
Aggression (AGGR)	12.56	(10.66)	7.56	(8.10)	1.52	.20

SECOND ASSESSMENT

	E (n=17 boys)		C (n=17 boys)		t r (n=16prs)	
	m	(sd)	m	(sd)		
Fights (TEA38-42)	4.47	(4.46)	3.94	(4.41)	.15	.44*
Arguments (TEA43-47)	7.41	(2.43)	7.18	(2.48)	.43	.04
Fights & Argues (FIARG)	11.88	(6.36)	11.12	(4.96)	.31	.32
Picks on, bullies (PICKS)	1.88	(3.76)	2.65	(4.09)	-.53	.17
Tells Tales (TALES)	4.94	(3.9)	6.12	(3.31)	-.85	-.22
Response to prov (TEA48)	3.59	(1.66)	2.53	(2.13)	1.59	.31
Response to prov (RPROV)	2.82	(1.42)	2.24	(1.68)	1.01	.19
Teased, bullied (BULLIED)	2.41	(3.52)	1.65	(2.69)	0.98	.29
Resp prov/bullied (RPBUD)	5.24	(3.75)	3.88	(3.62)	1.19	.31
Conflict (CONF)	13.77	(9.52)	13.77	(8.27)	-0.08	.27
Aggression (AGGR)	6.35	(7.62)	6.59	(7.53)	-0.25	.32

* p < .10 * p < .05

APPENDIX B**TABLE 7.76 PEER CONFLICT AND PEER ACCEPTANCE AT SCHOOL***Pearson product-moment correlations on actual averaged scores*

	Total (n=34boys)	E (n=17 boys)	C (n=17 boys)
Fight	.33 ⁺	.22	.37
Argues	.19	.06	.32
Fight, Argue	.30 ⁺	.16	.39
Picks, bullies	.31 ⁺	.26	.43 ⁺
Tells tales	-.12	-.15	-.12
Resp. to prov. (RPROV)	.27	.11	.10
Is teased, bullied (BULLIED)	.35 ⁺	.39	.17
R prov and bullied (RPBUD)	.38 ⁺	.37	.18
Conflict	.32 ⁺	.21	.44 ⁺
Aggression	.35 ⁺	.25	.44 ⁺

⁺ p <.10 * p <.05 ** p <.01 *** p <.001

APPENDIX B

TABLE B7.78 ASSOCIATIONS BETWEEN ASPECTS OF SOCIAL RELATIONSHIPS AT SCHOOL

Pearson Product-moment correlations on averaged scores for total sample and E and C groups separately

	Sociability	Leads	Aggrn.
(a) Total Sample			
Leadership (T36)	.71****		
Aggression (AGGR)	.08	.22	
Feelings (FEEL)	.42**	.32*	-.51**
(b) E Group			
Leadership	.85****		
Aggression	.36	.33	
Feelings	.22	.25	-.60**
(c) C Group			
Leadership	.61**		
Aggression	.07	.10	
Feelings	.35	.46*	-.35

* $p < .10$ * $p < .05$ ** $p < .001$ **** $p < .0001$

APPENDIX B

TABLE B7.79 STABILITY IN PEER CONTACT AND RELATIONSHIPS AT HOME

Pearson Product-moment correlations between first and second assessments for the whole group and for E and C groups separately

	Whole group (n=34boys)	E (n=17boys)	C (n=17boys)
(a) Settings			
Casual settings (PAR907)	.43**	-.09	.80****
Playgroups, clubs (PAR908)	.63****	1.00****	.20
Neighbourhood (PAR909)	.70****	.82****	.58*
Family visits (PAR910)	.74****	.86****	.64**
Visiting (PAR91)	.70****	.81****	.62**
Total contact with children (PAR9C)	.51****	.63**	.46*
Total in neighbourhood visits (PAR9D)	.72****	.76***	.67**
Parties (PX11P)	.73****	.76***	.71**
(b) Child & parent attitudes			
Interest in children (PAR915)	.72****	.76***	.67**
When interest in children began (PAR915)	.99****	1.0****	.99****
Enjoyment of parties (PA11E)	.38*	-.02	.48*
Stands up for self (PA1134)	.58***	.78***	.82****
Parents' attitude to assertion (PA1133)	.59***	.72***	.43*
Parents' attitude to peer contact (P11M)	.58***	.68**	.36
(c) Contact in neighbourhood casual settings			
	(n=18boys)	(n=11boys)	(n=7 boys)
Age of children (PY916)	.62**	.35	.73*
Sex of children (PAR917)	.67**	.62*	-
No. of children (PAR918)	.69**	.63*	.81*
Size of group (PAR919)	.59**	.64*	.42
Amount of play (PAR9P)	.34	.41	.00
Mischievous/destructive (PAR922)	.35	.49	-
Fights/squabbles	.79****	.65*	1.0****
Mischief & fights/sq.(P9MS)	.68**	.60*	1.0****

* p<.10 * p<.05 ** p<.01 *** p<.001 **** p<.001

APPENDIX B

TABLE B7.80 ASSOCIATION BETWEEN ASPECTS OF PEER CONTACT AND RELATIONSHIPS AT HOME
Pearson product-moment correlations on averaged scores for amount of contact in different settings

a) Whole sample (n=34 boys)						
	Casual	Playgrounds	Neigh.	Fam. Visits	Visits	All
Casual playgrounds	-					
Playgrounds, clubs	.38*	-				
Neighbourhood	.22	-.14	-			
Family visits	-.11	-.16	.08	-		
Visiting	-.16	-.04	-.01	-.38*	-	
Total 1 - all venues	.56***	.46**	.63****	.11	.30*	-
Total 2 - home settings	.01	-.20	.77****	.28	.47**	.71****
b) E group (n=17 boys)						
Playgroup	.16	-				
Neighbourhood	.14	-.34	-			
Family visits	-.41*	-.02	-.01	-		
Visiting	-.45*	-.19	.10**	-.43*	-	
Total 1 - all settings	.39	.33	.59**	.26	.25	-
Total 2 - home settings	-.02	-.38	.80****	.15	.53	.71**
c) C group (n=17 boys)						
Playgroups	.69**	-				
Neighbourhood	.30	.15	-			
Family Visits	-.44+	-.33	.18	-		
Visiting	.02	.19	-.14	-.33	-	
Total 1 - all settings	.64**	.67**	.68**	.00	.35	-
Total 2 - home settings	.01	.07	.73***	.41	.39	.73***

* $p < .10$ * $p < .05$ ** $p < .01$ *** $p < .001$ **** $p < .0001$

APPENDIX B

TABLE B7.82 ASSOCIATION BETWEEN PARENTAL ATTITUDE TO PEER CONTACT (AVERAGED SCORES) AND MEASURES OF CHILD INTEREST AND CONTACT

Pearson product-moment correlations on actual scores

	Whole group (n=34boys)	E (n=17boys)	C (n=17boys)
Past experience (1st assessment scores)			
C interest began (PAR1113)	.44**	.47*	.47*
Contact began (PAR1114)	.37*	.61**	.09
Social contact (P11C)	.23	.21	.27
Child Care contact	.18	.26	-.04
Present experiences (averaged scores)			
C Interest (PAR915)	.10	.21	-.09
Range of contact (P9C)	.43**	.39	.57*
No. of friends	.58***	.67**	.46*

* $p < .10$ * $p < .05$ ** $p < .01$ *** $p < .001$

APPENDIX B

TABLE B7.84 ASSOCIATION BETWEEN CHARACTERISTICS OF NEIGHBOURHOOD PLAYMATES AND ACTIVITIES
Pearson product moment correlations on averaged data for whole sample and for E and C groups separately

a) Total Sample (n=24 boys)	Age	Sex	Number	Group	Play	Mischief	Squabbles
Age range (PY916)	-						
Sex (PAR917)	.10						
Number (PAR918)	-.01	.04					
Size of group (PAR919)	-.01	-.02	.69***				
Play (PAR9P)	-.22	-.28	.19	.16			
Mischief (PAR922)	-.15	.04	.43*	.33	.48*		
Squabbles & fights (PAR923)	-.24	-.001	.10	.08	.11	-.09	
Troublesomeness (P9MS)	-.03	.03	.41*	.33	.46*	.76**	.58**

b) E group (n = 14 boys)		Age	Sex	Number	Group	Play	Mischief	Squabbles
Sex		.22	-					
Number		.24	.17					
Size of group		.15	-.08	.74**				
Play		-.10	-.20	.24	.22			
Mischief		.20	.24	.64**	.38	.47*		
Squabbles		-.30	-.22	.19	.05	.21	-.12	
Troublesome		.00	.09	.68**	.37	.54*	.81***	.48*
c) C group (n = 10 boys)		Age	Sex	Number	Group	Play	Mischief	Squabbles
Sex		.41	-					
Number		-.25	-.17					
Size of group		-.31	.00	.74*				
Play		-.74*	-.49	.15	.00			
Mischief		-.52	.00	.22	.37	.54		
Squabbles		.06	.00	-.02	.10	-.05	.62*	
Troublesome		-.16	.00	.07	.21	.17	.82**	.95**** ⁴⁾

* $p < .10$ * $p < .05$ ** $p < .01$ *** $P < .001$ **** $p < .0001$

APPENDIX B

TABLE B7.85 STABILITY IN FRIENDSHIPS AT HOME

Correlations between first and second assessments for the whole group and for E and C groups separately

Number of friends	Total (n=34boys)	E (n=17boys)	C (n=17boys)
Friends (PY9F)	.83****	.87****	.77***
No. of friends (PX9F)	.84****	.88****	.80****
No. of friends incl.>5(PZ9F)	.85****	.87****	.83****
Proportion who are best friends (PX9B)	.65***	.60*	.64**
For boys with friends:			
	(n=29boys)	(n=14 boys)	(n=15boys)
(a) Age of friends			
Proportion younger (RAGY)	.39*	.49*	.31
Proportion same age (RAG2)	.51**	.86****	.19
Proportion older (RAGO)	.43*	.45	.42
(b) Sex of friends			
No. of boys (NSEXO)	.86****	.90****	.84****
No. of girls (NSEX1)	.64****	.71**	.53*
Proportion of boys (PAR9Y)	.72****	.68**	.77***
Frequency of contact			
No. sees often (NSEEX)	.67****	.82****	.45*
Proportion sees often(PSEEX)	-.21	-.01	-.33
(c) Duration of friendship, and frequency of contact			
Proportion known longer than 6-12ms.(PKNOWX)	-.18	-.16	-.22
Play - average amount, range (PAR9PX)	.18	.36	.14
Proportion of children met at school and seen often (PFRS)	.65***	.43	.86****
Proportion children met elsewhere, sees often (PFRR)	.58***	.76**	.41
No. children known long and sees often (NFRL)	.60***	.72***	.55*
Proportion children known long and sees often (PFRL)	.19	.28	.11

(d) How gets on with friends			
No. children whose company c enjoys (NLIKX)	.81****	.82****	.81****
Proportion children whose company C enjoys (PLIKX)	.01	.03	-.01
No. who do not get on well (NWELX)	.16	.25	.09
Proportion don't get on well, & bad influence (PWELX)	.11	.15	.07
No. who do get on well (NWELY)	.81****	.82****	.79****
Proportion C does get on well/fairly well with (PWELY) (1,2)	.11	.15	.07
(e) Where meets friends			
No. visit each other (NWHE2)	.78****	.84****	.67**
Proportion visit each other (PWHE2)	.55**	.56*	.58*
Proportion meet in neighbourhood (PWHEO)	.59***	.54*	.72**
Proportion joint agreement (PLEAD2)	.41*	.26	.54**
(f) Conflict in friendship			
No. fight/squabble (NFIKX)	.26	.26	.27
Proportion fight/squabble (PFIKX)	-.08	-.07	-.09
Average fight/squabble per child (FISQX)	.03	.11	-.12
No. resolved by parental intervention (RESX)	.36*	.62**	-.22
Proportion resolved by parental intervention (PRESA)	.12	.41	-.30
(g) Size of friendship group			
Proportion play as pair (PGPX)	.32*	.27	.38
Proportion play as group (PGPX)	.32*	.27	.38
No. play well in group (GPFO)	.38	.36	.40
No. don't play well as group (GPA)	-.10	-.16	-.04

* p<.10 * p<.05 ** p<.01 *** p<.001 **** p<.0001

APPENDIX B

TABLE B7.88 ASSOCIATION BETWEEN QUALITIES OF FRIENDSHIPS AT HOME
Pearson product-moment correlations on averaged scores for whole sample (n = 29 boys)

a) Correlations on number of friends									
	No. of friends	No. best friends	Play	No. squabble/ fights	Av. fight/ squabble	Par. Intervent.	Like	Well	
No. of friends (APA9F)	-								
No. of best friends (APA9B)	.45*	-							
Average play per friend (APA9PX)	.40*	-.003	-						
No. who fight/squabble (ANFIX)	.44*	-.05	.28	-					
Av. fight/squabble per friend (AFISQX)	.46**	.02	.18	.61***	-				
No. where parent intervenes (RESX)	.56***	.02	.21	.61***	.45	-			
No. of friends enjoys (MLIKX)	.94****	.46**	.35*	.47**	.35*	.61**	-	-	
No. get on well (NWELY)	.95****	.55**	.37*	.42*	.32*	.49**	.96****	-	
No. get on badly (NWELX)	.33+	-.20	.21	.17	.39*	.32+	.14	.03	
b) Correlations on proportions of friends									
	No. of friends	Prop. Best	Av. Play	Prop. fi/sq.	Prop. par. interv.	Prop. like	Prop. well		
Prop. best friends (AFX9B)	-.02	-	-.15						
Prop. fight/squabble (APFIX)	.21	-.28	.16	-					
Prop. parent intervenes (PRESX)	.45**	-.01	.16	.33*	-				
Prop. friends enjoys (PLIKX)	-.13	.05	.15	.14	.14 -	-			
Prop. get on well (PWELY)	-.16	.20	.10	-.03	-.29	.70****	-	-	
Prop. get on badly (PWELX)	.16	-.20	.10	.03	.29	-.70****	-1.0****		

* $p < .10$ * $p < .05$ ** $p < .01$ *** $p < .001$ **** $p < .0001$

APPENDIX B

TABLE B7.91 PAST AND PRESENT INTEREST AND CONTACT WITH PEERS
Pearson product-moment correlations

(a) Past interest and contact Pearson product-moment correlations on first assessment scores (n=36boys)				
	Interest began	Contact began	Past social contact	Past childcare
Interest began (PAR1113)	-			
Contact began (PAR1114)	.45**	-		
Past contact (PAR11C)	.21	.15	-	
Past childcare (PAR11D)	.09	.08	-.13	-
Playgroup (PAR1119)	-.21	-.13	.79***	-.18
(b) Associations between past and present interest and contact Pearson product-moment correlations (n=34boys)				
Past	Present (averaged scores)			
	Interest (PAR915)	Contact (PAR9C)	No.of friends (PX9F)	
Interest began	.52**	.25	.54***	
Contact began	.00	.24	.55***	
Past social contact	.15	-.15	.31*	
Past childcare	-.06	.06	.08	
(c) Present interest, contact and friendships. Pearson product-moment correlations on averaged scores (n=34boys)				
	Interest		Contact	
Interest	-			
Contact	.0004		-	
No. of friends	.14		.11	

* p<.10 * p<.05 ** p< .01 **** p<.001

APPENDIX B

TABLE B7.92 STABILITY OF ASPECTS OF RELATIONSHIP WITH MOTHER

Pearson product-moment correlations between first and second assessments for total sample, and E and C groups separately

	Total sample (n=34 boys)	E group (n=17boys)	C group (n=17boys)
Play-indoor (PAR3M)	.31 ⁺	.32	.30
Activities-out (PAR3MO)	.11	.25	.64 ^{**}
Total play (PX3M)	.28	.12	.33
Time together (PAR362)	.47 ^{**}	.31	.63 ^{**}
Time includes sibs (PAR363)	.41 [*]	.08	.64 ^{**}
Mo's perc. of reln. (PAR623)	.49 ^{***}	.33	.67 ^{**}
Affectionate (PAR624)	.40 [*]	.20	.56 [*]
Complies (PAR625)	.58 ^{***}	.58 [*]	.59 ^{**}
Warmth/ease (PAR6M)	.58 ^{***}	.52 [*]	.65 ^{**}
Discipline P6T	.72 ^{****}	.84 ^{****}	.56 [*]
Consistency of Disc.(PAR645)	.69 ^{****}	.73 ^{***}	.69 ^{**}
Irritability of control (PAR6C)	.66 ^{****}	.49 [*]	.85 ^{***}
Child/parent centred (PAR666)	.82 ^{****}	.83 ^{****}	.84 ^{****}
Control & effect(PX667)	.53 ^{***}	.45 ⁺	.60 ^{**}
Conflict in reln.(PAR668)	.48 ^{**}	.51 [*]	.45 ⁺
Conflict resol. (PX669)	.59 ^{***}	.55 [*]	.69 ^{**}
Parenting style (P6P)	.61 ^{****}	.54 [*]	.72 ^{***}

⁺ p<.10 ^{*} p<.05 ^{**} p<.01 ^{***} p<.001 ^{****} p<.0001

APPENDIX B

TABLE B7.93 STABILITY OF ASPECTS OF RELATIONSHIP WITH FATHER

Pearson product-moment correlations between first and second assessments for total sample and E and C groups separately

	Total sample (n=34boys)	E group (n=17boys)	C group (n=17boys)
Play-indoor (PAR3D)	.32 [*]	.25	.37
Play-out (PAR3DO)	.22	.22	.21
Play-all (PX3D)	.41 [*]	.42 [*]	.40 [*]
Time together (PAR364)	.31 [*]	-.11	.48 [*]
Time includes sibs. (PAR365)	.86 ^{****}	.80 ^{***}	.91 ^{****}
Perc. of reln. (PAR626)	.59 ^{***}	.68 ^{**}	-.09
Affectionate (PAR627)	.52 ^{**}	.48 [*]	.60 ^{**}
Complies (PAR628)	.63 ^{****}	.57 [*]	.75 ^{***}
Warmth/ease (PAR6D)	.72 ^{****}	.73 ^{***}	.67 ^{**}
Discipline (P6X)	.28	.36	.33
Consistency of Disc.(PAR646)	.61 ^{****}	.55 [*]	.79 ^{***}
Irritability of control (PAR6O)	.25	.18	.24
Child/parent centred (PAR670)	.81 ^{****}	.85 ^{****}	.69 ^{**}
Control & effect(PX671)	.28	.28	.35
Conflict in reln.(PAR672)	.72 ^{****}	.86 ^{****}	.53 [*]
Conflict resol. (PX673)	.78 ^{****}	.83 ^{****}	.69 ^{**}
Parenting style (P6Q)	.85^{****}	.89^{****}	.73^{***}

^{*} p<.10 ^{*} p<.05 ^{**} p<.01 ^{***} p<.001 ^{****} p<.0001

APPENDIX B

TABLE B7.94 TEMPORAL STABILITY OF FAMILY AND PARENTING STYLE

Pearson product moment correlations between first and second assessments for total sample and for E and C groups separately.

	Total (n=34boys)	E (n=17boys)	C (n=17boys)
Family activities	.51**	.25	.63**
Comparative attachment	.74****	.75***	.76***
Joint play & activities (PX3MF)	.38*	.19	.48*
Joint closeness (P6MD)	.62****	.53*	.75***
Joint discipline (P6TX)	.68****	.79****	.48*
Agreement over disc.(P6A)	.53***	.49*	.65**
Joint irritab. & contr.(P6CO)	.38*	.16	.61**
Joint parent/child centred (P6K)	.82****	.90****	.82****
Joint control/effect (PX6L)	.68****	.69**	.30*
Joint conflict (P6E)	.57***	.57*	.57***
Joint conflict resol.(P6F)	.50**	.57*	.50**
Joint parenting style (P6PQ)	.80****	.79****	.79****

* p<.10 * p<.05 ** p<.01 *** p<.001 **** p<.0001

APPENDIX B

TABLE B7.95 ASSOCIATION BETWEEN DIFFERENT ASPECTS OF MOTHER-SON RELATIONSHIPS FOR TOTAL SAMPLE
Pearson product-moment correlations on averaged scores

(n = 34 boys)

	Play & occup.	Time + sibs.	Get on	Affect	Obed.	Warmth	Discip	Consist.	Irrit.	C.Centred	Control	Conf.	Conf.res.
Play & occupation	-												
Time together	.47**	-											
Time with sibs. (n=32)	.10	.23	-										
Get on	-.03	-.02	-.14	-									
Affection	-.29*	-.41*	.10	.18	-								
Obedient	-.11	.06	.04	.52**	.14	-							
Warmth/ease of relationship	-.19	-.14	-.01	.80****	.55****	.81****	-						
Discipline	.08	.17	-.05	.44**	-.05	.57****	.47**	-					
Consistency of disc.	-.29*	.00	.02	.15	.19	.30*	.29*	.39*	-				
Irritability & control	-.01	.19	.22	.05	-.16	.34*	.13	.59***	.43**	-			
Child/parent centred	-.16	.00	-.11	.46**	-.04	.39*	.39*	.40*	.51**	.33*	-		
Control & effect	-.31*	-.12	.03	.25	.10	.53****	.43**	.31	.38**	.27	.55***	-	
Conflict	-.16	.05	-.39*	.53**	.08	.59****	.58***	.68****	.55***	.34*	.51**	.50**	-
Conflict resolution	-.08	.29*	-.31*	.37*	-.03	.34*	.33*	.51**	.34*	.31*	.27	.29	.64****
Parenting style	-.20	.14	-.28	.49**	.02	.56****	.52***	.62***	.53***	.40*	.62****	.67****	.84****
													.86****

* p ≤ .10 ** p ≤ .05 *** p ≤ .001 **** p ≤ .0001

APPENDIX B

TABLE B7.96 ASSOCIATION BETWEEN DIFFERENT ASPECTS OF MOTHER-SON RELATIONSHIPS FOR E GROUP
Pearson product-moment correlations on averaged scores

(n = 17 boys)

	Play & occ.	Time	Time + sibs.	Get on	Affect	Obed.	Warmth	Discip	Consist.	Irrit.	C.Centred	Contr.	Confl.	C.Resol.
Play	-													
Time	.50*	-												
Time with sibs. (n=15)	.23	-.13	-											
Get on	.19	.22	.30	-										
Affection	-.16	-.31	.08	.18	-									
Obedient	-.04	.17	.14	.55**	.01	-								
Warmth/ease	.01	.09	.24	.83****	.44*	.82****	-							
Discipline	.19	.38	.08	.38**	-.03	.69**	.55*	-						
Consistency of disc.	-.25	.07	-.08	.16	-.07	.31*	.22	.59**	-					
Irritability & control	.19	.31	.40	.10	-.37	.50*	.19	.71**	.38	-				
Child centred	.02	-.04	.08	.31	-.32	.22	.15	.37	.73***	.40	-			
Control & effect	.03	.11	.15	.49*	-.03	.46*	.47*	.44*	.60**	.27	.73***	-		
Conflict	-.06	.34	-.18	.52*	.08	.58**	.59**	.70**	.71***	.34	.40**	.49*	-	
Conflict resolution	.02	.28	-.39	.49*	.08	.54*	.56*	.69**	.63**	.14	.30	.38	.89****	-
Parenting style	-.003	.25	.19	.57*	-.01	.59**	.59**	.72***	.79***	.30	.61**	.70**	.92****	.91****

* p .10 ** p < .05 *** p < .01 **** p < .001 ***** p < .0001

APPENDIX B

TABLE B7.97 ASSOCIATION BETWEEN DIFFERENT ASPECTS OF MOTHER-SON RELATIONSHIPS FOR C GROUP
Pearson product-moment correlations on averaged scores

(n = 17 boys)

	Play & occ.	Time	Time + sibs	Get on	Affect	Obed.	Warmth	Discip	Consist.	Irrit.	C.Centred	Contr.	Confl.	C.Resol.
Play	-													
Time	.48*	-												
Time - sibs.	.09	.38	-											
Get on	-.28	-.18	-.39	-										
Affection	-.38	-.46*	.11	.20	-									
Obedient	-.23	-.04	-.03	.49*	.25	-								
Warmth/ease	-.40	-.30	-.14	.77***	.64**	.80****	-							
Discipline	-.17	-.04	-.15	.53*	-.07	.38	.39	-						
Consistency of disc.	-.35	-.06	.10	.16	.46*	.29*	.41	.05	-					
Irritability & control	-.05	.14	.10	.05	-.03	.21	.11	.60**	.50*	-				
Child centred	-.30	.03	-.24	.61**	.17	.57*	.62**	.48*	.25	.28	-			
Control & effect	-.52*	-.23	-.03	.10	.18	.61**	.40*	.24	.19	.26	.42*	-		
Conflict	-.41*	-.23	-.57*	.55*	.10	.61**	.58*	.63**	.32	.41*	.68**	.56*	-	
Conflict resolution	.08	.32	-.30	.30	-.12	.15	.15	.39	.004	.42*	.26	.22	.43*	-
Parenting style	-.36	.07	-.36	.44*	.04	.53*	.46*	.54*	.18	.48*	.62**	.66**	.79***	.82****

* p .10 ** p < .05 *** p < .01 **** p < .0001

APPENDIX B

TABLE B7.98 ASSOCIATION BETWEEN DIFFERENT ASPECTS OF FATHER-SON RELATIONSHIPS FOR TOTAL SAMPLE
Pearson product-moment correlations on averaged scores

(n = 34 boys)

	Play & occ.	Time	Time + sibs.	Get on	Affect	Obed.	Warmth	Discip	Consist.	Irrit.	C.Centred	Contr.	Conf.	C.Resol.
Play & occupation	-													
Time together	.45**	-												
Time with sibs. (n=32)	-.13	-.19	-											
Get on	-.32*	-.06	.20	-										
Affection	-.36*	-.07	.33	.63****	-									
Obedient	-.10	-.25	.18	.35*	.18	-								
Warmth/ease of relationship	-.33*	-.18	.30	.84****	.76****	.71****	-							
Discipline	-.07	-.17	-.19	.20	.03	.61****	.39*	-						
Consistency of disc.	.07	.14	.21	.33*	.24	.60****	.52**	.55****	-					
Irritability & control	.24	.06	.01	.15	.09	.09	.14	.17	.22	-				
Child centred	-.18	-.13	.05	.71****	.33*	.52**	.68****	.61****	.39*	.25	-			
Control & effect	-.21	-.06	.14	.53****	.30*	.52**	.59**	.27	.44**	.18	.37*	-		
Conflict	-.22	-.18	.08	.49**	.10	.63****	.55****	.61****	.53****	.28	.60****	.64****	-	
Conflict resolution	-.02	-.17	-.09	.43**	.23	.55****	.54****	.62****	.52**	.49**	.60****	.42**	.62****	-
Parenting style	-.13	-.18	.10	.60****	.28	.66****	.68****	.67****	.58****	.44**	.73****	.63****	.82****	.94****

* p .10 ** p < .05 *** p < .01 **** p < .001 ***** p < .0001

APPENDIX B

TABLE B7.99 ASSOCIATION BETWEEN DIFFERENT ASPECTS OF FATHER-SON RELATIONSHIPS FOR E GROUP
Pearson product-moment correlations on averaged scores

(n = 17 boys)

	Play & occ.	Time	Time + sibs	Get on	Affect	Obed.	Warmth	Discip	Consist.	Irrit.	C.Centred	Contr.	Confl.	Con.Resol.
Play	-													
Time together	.61**	-												
Time with sibs. (n=15)	-.16	-.22	-											
Get on	-.55*	-.30	.62*	-										
Affection	-.52*	-.09	.61*	.80****	-									
Obedient	-.43*	-.49*	.03	.58*	.33	-								
Warmth/ease of relationship	-.59**	-.35	.50*	.95****	.84****	.75****	-							
Discipline	-.07	-.34	-.23	.26	-.05	.79****	.39	-						
Consistency of disc.	.05	-.12	.19	.39	.19	.66**	.49*	.71***	-					
Irritability & control	.18	.06	.06	.13	.02	-.08	.03	.26	.19	-				
Child centred	-.44*	-.36	.26	.82****	.48*	.76***	.82****	.64**	.50*	.26	-			
Control & effect	-.36	-.25	.39	.55*	.40	.63**	.62**	.38	.57*	.02	.51*	-		
Conflict	-.28	-.34	.17	.62**	.25	.66**	.61**	.61**	.62**	.19	.77***	.74***	-	
Conflict resolution	-.13	-.08	.19	.54*	.42*	.54*	.60**	.62**	.65**	.41*	.60**	.42*	.51*	-
Parenting style	-.29	-.23	.26	.72***	.48*	.73***	.76***	.70**	.72***	.35**	.82****	.68**	.80****	.91****

* p .10 ** p < .05 *** p < .01 **** p < .0001

APPENDIX B

TABLE B7.100
ASSOCIATION BETWEEN DIFFERENT ASPECTS OF FATHER-SON RELATIONSHIPS FOR C GROUP
Pearson product-moment correlations on averaged scores

(n = 17 boys)

	Play & occ.	Time	Time + sibs	Get on	Affect	Obed.	Warmth	Discip	Consist.	Irrit.	C.Centred	Contr.	Confl.	C. Resol
Play	-													
Time together	.41*	-												
Time with sibs.	-.12	-.41*	-											
Get on	.04	.26	-.27											
Affection	-.24	-.06	.29	.08										
Obedient	.20	-.17	.27	.05	.07	-								
Warmth/ease of relationship	.03	-.09	.29	.32	.61**	.80****	-							
Discipline	-.14	-.10	-.001	-.34	-.002	.51*	.30	-						
Consistency of disc.	.12	.38	.22	.21	.38	.57*	.68**	.28	-					
Irritability & control	.28	.10	.13	-.02	.05	.30	.22	-.17	.33	-				
Child centred	.17	.02	.11	-.16	-.22	.33	.09	.41	.15	.05	-			
Control & effect	-.07	.06	.02	.49*	.04	.47*	.49*	-.06	.20	.28	-.15	-		
Conflict	-.17	-.12	.11	.03	-.20	.65**	.39	.59**	.38	.35	.16	.44*	-	
Conflict resolution	.04	-.25	.19	-.03	-.17	.67**	.41*	.54*	.35	.46*	.40	.36	.79 ***	-
Parenting style	-.002	-.19	.18	.05	-.18	.73***	.46*	.55*	.38	.45	.41*	.49*	.86****	.98****

* p ≤ .10 ** p ≤ .05 *** p ≤ .001 **** p ≤ .0001

APPENDIX B

TABLE B7.101 ASSOCIATION BETWEEN JOINT PARENTING VARIABLES
Pearson product-moment correlations on averaged data for total sample

(n = 34 boys)

	Close	Disc	Consist	Irrit. & C	Child C	Control & eff.	Conf.	Conf. Res.
Closeness (P6MF)	-							
Discipline (P6TX)	.48**	-						
Consistency of Discipline (A6CON)	.08	-.09	-					
Irritability & Control (P6CD)	.16	.57***	.03	-				
Child centred (P6K)	.67****	.47**	.11	.15	-			
Control & effect (PX6L)	.56***	.35*	-.10	.18	.52**	-		
Conflict (P6E)	.61****	.68****	-.22	.32*	.60***	.57***	-	
Conflict resolution (PX6F)	.57***	.66****	-.06	.47**	.41*	.44*	.72****	-
Parenting style (P6PQ)	.71****	.70****	-.06	.41*	.67****	.70****	.88****	.91****

* p .10 ** p < .05 *** p < .01 **** p < .001

APPENDIX B

TABLE B7.104 ASSOCIATION BETWEEN PARENTING STYLE OF MOTHER AND FATHER*Pearson product-moment correlations on averaged scores*

	Whole sample (n=34boys)	E (n=17boys)	C (n=17boys)
Play	.38*	.18	.51*
Time together	-.09	-.12	-.08
Time incl. sibs.	.29 (n=32)	-.16 (n=15)	.53*
Warmth/ease	.21	.16	.31
Discipline	.53***	.52*	.48*
Consistency of disc.	.15	.21	.02
Irrit.& control	-.05	-.08	.05
Child/parent orientation	.45**	.48*	.56*
Control and effect	.52**	.55*	.57*
Conflict in relationship	.32*	.24	.43*
Conflict resolution	.38*	.67**	.20
Parenting style	.49**	.61**	.45*

* p<.10 * p<.05 ** p<.01 *** p<.001

APPENDIX B

TABLE B7.107 STABILITY OF PARENTS' SOCIABILITY AND HEALTH*Pearson product-moment correlations between first and second assessments*

	Whole group (n=34boys)	E (n=17boys)	C (n=17boys)
Mother			
Sociability	.92****	.85****	.97****
Social contacts	.78****	.74***	.81****
Overall sociability	.85****	.79***	.91****
Psychological wellbeing	.58***	.73***	.49*
Physical health	.68****	-.06	.78***
Father			
Sociability	.84****	.84****	.88****
Social contacts	.88****	.85****	1.00****
Overall sociability	.87****	.86****	.96****
Psychological wellbeing	.53***	.49*	.65**
Physical health	.36*	.54*	.45*

* $p < .05$ ** $p < .01$ *** $p < .001$ **** $p < .0001$

APPENDIX B

TABLE B7.108 ASSOCIATION BETWEEN PARENTS' SOCIABILITY AND HEALTH

Pearson product-moment correlations on averaged scores for whole group - (n = 34 boys)

	Sociability	Social contacts	Overall sociability	Psychological wellbeing
Mother				
Sociability	-			
Soc.contacts	.63****	-		
Overall sociability	.84****	.95****	-	
Psychol. wellbeing	-.04	.08	.04	-
Physical health	.05	-.15	-.09	.14
Father				
Sociability	-			
Soc.contacts	.21	-		
Overall sociability	.59***	.91****	-	
Psychol. wellbeing	-.23	-.11	-.19	-
Physical health	-.22	.01	-.08	.26

*** p<.001 **** p<.0001

APPENDIX B

TABLE B7.109 SIMILARITY BETWEEN MOTHER AND FATHER IN SOCIABILITY AND HEALTH*Pearson product-moment correlations on averaged scores*

	Whole group (n=34boys)	E (n=17boys)	C (n=17boys)	q Fisher z transformed r's ($r_E - r_C$)
Sociability	.59***	.95****	.14	1.69**
Social contacts	.60***	.95****	.10	1.73**
Overall sociability	.59***	.95****	.14	1.69**
Psychological wellbeing	.24	.28	.21	-
Physical health	.20	-.16	.33	.50

** p<.01 *** p<.001 **** p<.0001

TABLE B7.113 STABILITY OF TEACHER-CHILD RELATIONSHIP VARIABLES
Pearson product-moment correlations between first and second assessment

	Total sample (n=34boys)	E Group (n=17boys)	C Group (n=17boys)
Interest in Teacher (T62)	.24	.27	-.07
Range of activities with Teacher (TEAACT)	.16	.40	-.09
Preference for child/adult (TEA67)	.33 ⁺	.27	.45 ⁺
Judgement of Teacher's reaction to child (TEA80)	.36 ⁺	.43 ⁺	.01
Relationship with Teacher (TEAR)	.27	.43 ⁺	-.24
Affective relationship (TREL)	.34 ⁺	.44 ⁺	-.16

* p<.05 * p<.10

APPENDIX B

TABLE B7.114 ASSOCIATION BETWEEN VARIABLES ON TEACHER-CHILD RELATIONSHIP

Pearson product-moment correlations for averaged scores for total sample and E and C groups separately

TOTAL SAMPLE (n = 34 boys)	Interest	Activities	Prefer.	T's react. to C	Overall reln.
Interest in Teacher (TEA62)	-				
Range of Activities (TEAACT)	.70****	-			
Preference for child/adult (TEA67)	.30*	.29*	-		
Teacher's reaction to child (TEA80)	.67****	.43**	.27	-	
Overall Relationship with Teacher (TEAR)	.93****	.82****	.33*	.82****	-
Affective relationship with Teacher (TREL)	.92****	.63****	.31*	.91****	.96****
E Group (n = 17 boys)					
Range of Activities (TEAACT)	.80****	-			
Preference for child/adult (TEAACT)	.29	.41	-		
Teacher's reaction to child (TEA80)	.74***	.55*	.14	-	
Overall Relationship (TEAR)	.95****	.87****	.31	.86****	-
Overall Affective Relationship (TREL)	.94****	.73***	.22	.93****	.97****
C Group (n = 17 boys)					
Range of Activities (TEAACT)	.46*	-			
Preference for child/adult (TEA67)	.35	.11	-		
Teacher's reaction to child (TEA80)	.27	.08	.49*	-	
Overall Relationship (TEAR)	.81****	.74***	.43*	.60**	-
Affective Relationship (TREL)	.81****	.35	.53*	.78***	.88****

* p < .10 * p < .05 ** p < .01 *** p < .001 **** p < .0001

APPENDIX B

TABLE B7.116 RELATIONSHIP WITH TEACHER AND PEER ACCEPTANCE

Means, standard deviations, paired t-tests and Pearson product-moment correlations on pair-difference scores at first and second assessments

FIRST ASSESSMENT

	E (n=18boys) m (sd)	C (n=18boys) m (sd)	t (n=18prs)	r (n=18prs)
Interest in Teacher (TEA620)	3.39 (1.33)	4.17 (.99)	-2.44*	-.61**
Range of Activities (TEAACT)	2.39 (1.65)	2.44 (1.58)	-0.14	-.46*
Preference for adults children (TEA67)	2.89 (.96)	3.06 (0.94)	-0.53	-.12
Judgement of Teacher's reaction to child (TEA80)	1.67 (1.19)	2.33 (.91)	-2.61*	-.39
Overall Relationship (TEAR)	1.35 (.62)	1.65 (.48)	-2.18*	-.63**
Affective Relationship (TREC)	1.01 (.43)	1.30 (.31)	-3.15**	-.64**

* p < .10 * p < .05 ** p < .01

SECOND ASSESSMENT

	E (n=17boys) m (sd)	C (n=17boys) m (sd)	t (n=18prs)	r (n=16prs)
Interest in Teacher (TEA620)	3.29 (1.21)	4.00 (.94)	-1.9*	-.001
Range of Activities (TEAACT)	1.29 (1.31)	2.18 (1.29)	-2.05*	.15
Preference for adults children (TEA67)	3.06 (.97)	2.94 (0.9)	- .32	-.08
Judgement of Teacher's reaction to child (TEA80)	2.0 (1.06)	2.65 (.79)	-2.30*	-.10
Overall Relationship (TEAR)	1.24 (.59)	1.64 (.42)	-2.40*	-.02
Affective Relationship (TREC)	1.06 (.43)	1.33 (.31)	-2.22*	-.05

* p < .10 * p < .05 ** p < .01

APPENDIX B

TABLE B7.118 DESCRIPTIVE STATISTICS ON VARIABLES USED IN 'SUMMARY' OF PROBLEMS

*Means, standard deviations, median, first and third quartiles and 90 percentile scores
(n = 34 boys)*

Variable	m	sd	Q1	med	Q3	90%ile
PEER ACCEPTANCE (STAT12)	13.5	4.47	10	13.5	16	20
*IQ (n = 36)	105.08	10.55	92	95.25	106	114.25
TEMPERAMENT (TEMP1) (n=33)	-6.8	1.48	-7.68	-6.84	-6.06	-5.19
*TEMPER-SCH (REACT12)	7.72	0.89	8.29	7.76	7.16	6.35
TEMP-HOME (MC1012) (n=33)	3.61	1.89	2	3	4	6
*EMOTION-SCH (EMOTS)	11.74	13.91	21	15.5	-2	-6
PSY PROBLEMS (PROB)	4.25	1.42	3.33	4.18	4.97	6.3
PSY PROB-SCH (BEHART12)	22.41	11.35	14	19.5	30	36
PSY PROB-HOME (SPAR2PPZ)	4.39	1.93	3.13	4.1	5.4	6.53
*PROSOCIAL-SCH (WEIR12)	32.18	10.65	40	33	26	16
*PEER SOCIABILITY-SCH (TSOCS)	3.35	1.51	4.57	3.66	2.19	1
*LEADERSHIP-SCH (TEA36J)	6.94	3.35	10	7	5	3
AGGRESSION-SCH (AGGRS)	16.32	15.21	0	12	27	37
*REL-TEACHER (TTEARS)	2.93	0.89	3.46	3	2.43	1.49
SUM SOCIAL-SCH (SCHSOCX)	-7.44	2.7	-9.72	-7.6	-5.49	-4.34
REL-MOTHER (AP6MA)	2.12	1.00	1.5	1.86	2.72	3.89
REL-FATHER (AP6FA)	1.32	0.9	0.73	1.27	1.85	2.12
PARENT AGREE (AP6JP)	-0.26	0.56	-0.67	-0.33	0.13	0.53
SUM PAR-CH REL (AP6J)	3.18	1.91	1.94	2.94	4.34	6.12
C's HEALTH (SPX1W)	2.32	2.07	1	2	4	5
HOSPITAL CONTACT (SPX1H)	3.09	2.48	1	2	5	6
REACT-HOSP (SPX1RH)	2.32	3.91	0	2	2	6
SEPARATIONS (SPX2S)	11.06	9.99	2	10	16	22
PREDOM RESP TO SEPN (SPX2RP)(n=32)	1.03	2.47	0	0	1	4
LANG/SPEECH PROB (SPAR3L)	1.32	1.74	0	0	3	4
*SOCIAL INTEREST AT HOME (SPAR3S)	6.62	2.54	8	6	4	4

* ORIGINAL SCALES REVERSED - categorical scales consistent: no problem - problem

PROBLEM CATEGORY ALLOCATION based on Percentile Rank cut off scores

- 1 no problem - below median
- 2 mild problem - between median and 75%ile
- 3 moderate problem - between 75%ile and 90%ile
- 4 definite problem - above 90%ile

Data summarized further:

No problem/average: scores 1 and 2 (75%ile or less)
Problem : scores 3 and 4 (above 75%ile)

Ordinal position and sibship size (ZORDER):

- 4 only child
- 3 eldest child
- 2 younger in sibship of 2
- 1 other family size, (not eldest)

2 category summary: 2 only/firstborn 1 laterborn

APPENDIX B

TABLE B7.119 SUMMARY SCORES ON SALIENT CHILD, SCHOOL AND HOME CHARACTERISTICS BY GROUP

(a) E Group (n = 17 boys)

Pair no. Child	Child			School				Home							
	Sib order	IQ	Lang	Temp	Prob	Emot	Soc	Temp	Prob	Rhosp	Rsep	RelnMo	RelnFa	RelPar	Sociab
1 1*	1	4	2	1	4	3	3	1	1	1	1	4	2	4	1
2 3	2	3	1	1	2	3	3	1	1	1	1	1	4	2	1
3 5*	2	2	4	1	2	2	2	1	1	1	1	1	3	1	3
4 7	3	3	1	4	4	4	4	1	3	1	1	1	2	1	2
5 10	3	2	4	2	1	1	1	1	2	1	3	1	1	1	1
6 11	2	1	1	4	3	4	4	1	2	1	1	1	2	1	4
7 12*	2	1	1	2	1	2	2	1	1	1	1	1	1	2	3
8 15	1	2	1	2	1	2	2	3	3	3	2	2	4	2	1
9 16	3	2	1	4	3	2	1	4	1	1	1	1	3	2	1
10 17*	4	1	1	2	1	1	1	1	2	2	3	2	3	3	1
11 20	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
12 23	3	3	1	3	3	3	4	3	3	3	4	3	2	1	4
13 25	2	1	2	3	2	3	3	1	1	1	1	1	1	1	1
14 27	4	1	1	3	3	4	4	1	4	4	1	1	1	1	1
15 28*	3	1	1	1	1	1	1	3	4	4	2	2	1	1	1
16 29	3	1	2	1	2	1	1	2	1	1	1	2	2	1	1
17 32	1	4	3	1	1	1	2	2	2	2	1	3	4	3	3
18 35*	3	1	1	2	1	2	2	1	1	1	1	3	3	3	3

1. no problem (0-50%) 2. mild problem (50-75%)

3. moderate problem (75-90%) 4. severe problem (over 90%)

* - changed status from first to second assessment

APPENDIX B

TABLE B7.119 \CONTD.

(b) C Group (n = 17 boys)

Pair no. Child	Child			School				Home							
	Sib order	IQ	Lang	Temp	Prob	Emot	Soc	Temp	Prob	Rhosp	Rsep	RelnMo	RelnFa	RelPar	Sociab
1 4	1	4	1	1	1	1	1	1	1	1	1	1	1	1	4
2 2*	2	3	3	1	2	2	1	2	1	3	1	3	1	4	1
3 8	1	2	2	1	2	1	1	2	2	1	1	1	1	1	1
4 6	2	3	1	1	4	1	2	1	1	1	1	2	2	3	1
5 13	3	1	2	2	1	1	1	1	2	1	1	1	1	1	1
6 9	2	1	2	3	2	3	1	1	2	1	1	2	1	4	1
7 14	2	1	2	2	3	1	1	2	1	1	1	2	1	2	1
8 22	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
9 19	3	1	1	1	1	1	1	1	1	1	1	1	2	1	1
10 18	2	1	1	1	1	1	3	1	4	1	1	1	1	1	1
11 30	1	1	1	1	1	1	1	1	1	1	1	1	2	1	2
12 24	3	3	1	1	1	1	1	1	3	1	2	1	1	1	1
13 33*	1	1	1	3	1	2	2	1	1	1	3	4	3	4	1
14 31	3	1	2	1	1	2	2	4	4	1	3	4	1	1	3
15 26	1	1	2	1	1	1	1	3	1	4	3	1	2	1	1
16 21	2	1	2	1	1	1	1	2	1	1	1	2	1	2	3
17 36*	2	2	1	4	2	2	3	1	1	1	1	2	1	3	1
18 34	1	1	2	2	2	1	1	3	2	1	4	3	1	1	1

1. no problem (0-50%) 2. mild problem (50-75%)
3. moderate problem (75-90%) 4. severe problem (above 90%)

* changed status from first to second assessment

APPENDIX CI SCREENING INSTRUMENTS AND PROCEDURE

Nursery classes and infant classes at second assessment were screened using (i) peer sociometry, (ii) a teacher screening questionnaire on peer behaviour and other child characteristics/problems.

The aims of classifying children on peer acceptance were:

- (i) to classify all participating children in each class so that some aspects of peer acceptance could be examined.
- (ii) to select boys for further detailed study.

Details of the teacher sociometry questionnaire, and procedure for classifying peer acceptance are given.

APPENDIX C1.1 Sociometry

A rating form of sociometry is used. Each child is asked to make a judgement on a three point scale about how much he/she likes to play with every other child in the class.

Materials:

Three boxes, each with an outline drawing of a face depicting either a happy, neutral or unhappy expression.

Pictures of some common foods.

Individual portrait photographs of all participating children in the class.

Detailed instructions to child (attached).

Individual scoring sheet (attached).

Summary scoring sheet for class data (attached).

Procedure:

Sociometry is carried out individually with each participating child in a separate room or screened off area of the classroom. The examiner establishes rapport with the child, carries out tasks to ensure that the child understands the task and then proceeds to sociometry.

Each concept is introduced separately and every attempt is made to ensure that the child understands that concept and the task. First the child is shown the three boxes with the outline faces. The expressions are described and the child is asked to identify each one. Second, the child is shown pictures of food, one at a time, and asked to say whether he/she likes to eat that food or not. If the child does like it, he/she is asked whether he/she likes it a lot or a little. The child is asked to put the picture into the correct box to indicate his/her preference. If the child understands these procedures, sociometry is carried out. Every effort is made to teach a child the task, but if the child clearly fails to understand it, his/her sociometric judgements are not included.

In the sociometric task the child is shown one photograph of a classmate at a time (in random order) and asked to identify the child. If the examiner is sure that he/she knows the child in the photograph, the child is asked to place the photo in the correct box to indicate how much he/she likes to play with that child. If the child does not know the photographed child either by sight or by name, this is noted on the scoring sheet (attached).

Participating children who are unable to understand the sociometric task or who refuse to do it are omitted from the list of raters, but are kept in the list of ratees.

The examiner circles the child's response to each child rated on the individual scoring sheet.

Scoring:

Scores are allocated as follows for each child's rating of every child:

1 = Don't like to play with ...

2 = Likes to play with ... a little

3 = Likes to play with ... a lot

Each child's rating of classmates is transferred to a scoring sheet for the whole class (attached) so that the ratings received by each child can be calculated. The number of points that each child receives is summed to give a sociometric **score received**. Class means and standard deviations are calculated.

For comparison across classes, z scores are calculated.

The overall score received indicates the child's degree of popularity; low scores indicate unpopularity and high scores popularity.

Sociometry

Instructions to Children

We are going to play a game.

Here are three boxes - this one has a smiley happy face (point), this one has a frowney/cross face (point) and this one in the middle has a face that is not frowney or smiley but something in between (point).

Now, can you show me the happy/cross/in between face? (repeat question for each face)

Good, now, here are some pictures of different things to eat. Do you know what this is?

(show picture one)

(If child names food): good

(If child unable to name food): its _____

Do you like to eat this food?

The smiley/happy face shows you like to eat it a lot.

The frowney/cross face shows you don't like to eat it at all and the ordinary face in the middle means you don't really mind if you eat it or not - its nothing very special/nice, and its not very bad.

Now which box shows how much you like to eat this food - which is the right box?

(Repeat instructions if necessary)

(Repeat for several pictures)

Now here are some more pictures. This time they are all children in your class. You are here too - can you find your picture?

(Spread cards out so child can see, or go through them individually, then gather cards into random order pile).

Now, let's take one of the other pictures.

Do you know who he/she is?

What is his/her name?

How much do you like to play with him/her - can you put the picture in the right box just like you did before, to show how much you like to play with him/her.

(Repeat instructions about faces if child seems to hesitate).

School: _____

Class a.m./p.m./Full

Date: _____

Sociometry: Individual Child's Choices

Name of Child rating _____

sex M/F

Number of child rating _____

List of children rated		Don't know	Don't know Name	Rating		
1				1	2	3
2				1	2	3
3				1	2	3
4				1	2	3
5				1	2	3
6				1	2	3
7				1	2	3
8				1	2	3
9				1	2	3
10				1	2	3
11				1	2	3
12				1	2	3
13				1	2	3
14				1	2	3
15				1	2	3
16				1	2	3
17				1	2	3
18				1	2	3
19				1	2	3
20				1	2	3
21				1	2	3
22				1	2	3
23				1	2	3
24				1	2	3
25				1	2	3
26				1	2	3
27				1	2	3
28				1	2	3
29				1	2	3
30				1	2	3

APPENDIX C1.2 Teacher Questionnaire

Aims:

1. To obtain background information on all children participating in the study.
2. To obtain teacher judgements about observable peer related behaviour that seems problematic.

Procedure:

After an initial visit to explain the project in detail, and after parental permission has been obtained, class teachers are requested to complete the questionnaire for each child in the class who has parental permission to participate. Unless the teacher knows the child very well, she is asked to observe the child for a week before completing the questionnaire. Teachers are encouraged to confer with their assistants. The teacher questionnaire and class sociometry are completed within the same two-week period.

The questionnaire:

The questionnaire comprises 12 items.

Items 1-6 concern non-social child characteristics of attendance, physical appearance, general ability, motor ability, concentration and speech and language. These non-social characteristics may relate to peer acceptance and are intended to screen for children who show difficulties in these areas.

Items 7-12 aim to identify problems in peer interaction and behaviour.

For each item, teachers make judgements on a 3-point rating scale: rating of 1 indicates no problem, rating of 2 indicates average competence and rating of 3 indicates definite problems.

The questionnaire is attached at the end of this section.

Scoring and interpretation:

Non-social characteristics (items 1-6): children obtaining a rating of 3 (poor) on any of these items are regarded as having a problem in this area. In addition, the number of 3 ratings obtained on the four items 3-6 is summed to give a score indicating severity of

cognitive difficulties.

Peer social behaviour: On the basis of teacher ratings to items 7-12, children are classified into one of five categories according to the severity and nature of the teacher identified problem. These categories are:

1. No problem: ratings of no problem on all 6 items or on 5 items and 1 mid-point rating (Note: On item 7, ratings of 2 or 3 denote no problem).
2. Mild/moderate problem: mixture of good and mid-point ratings on questions 7-12 (i.e. 2+ mid-point ratings but no problem ratings).
3. Solitary/left out: problem rating on item 7 and/or item 8.
4. Problem: high ratings on at least one of these items: 9, 10, 11 or 12.
5. Complex problems: high ratings on at least one item from each of the items qualifying for categories 3 and 4 (i.e. items 7 and/or 8 AND items 9, 10, 11 and/or 12).

Thus Category 1 indicates a teacher judgement of no peer-related social difficulties, Category 2 a judgement of mild to moderate problems, and Categories 3-5 indicate clear problems and denote type.

TEACHER QUESTIONNAIRE

School: _____ Teacher: _____ Date: _____

Name of Child: _____ Date of birth: _____ Age (months) _____

Date started present school: _____ Length of time in class: _____

Previous pre-school experience: Don't know/No/Yes: Specify: _____

Any sibs in the school: Yes/No: Names and approximate ages: _____

Please mark the following as appropriate:-

- | | | | |
|--|-------------------|---|---------------------|
| 1. Attendance: | good | average | poor |
| 2. Physical appearance: | very attractive | averagely attractive | unattractive |
| 3. General ability: | above average | average | below average |
| 4. Motor abilities: | well co-ordinated | average | clumsy |
| 5. Concentration: | usually good | average | usually poor |
| 6. Speech/language: | advanced | average | poor or delayed |
| 7. How often is he/she with other children when they have a free choice of activity? | Usually on own | Sometimes with others, sometimes on own | Usually with others |
| 8. How often is he/she left out or excluded by other children? | Often | Sometimes | Rarely |
| 9. How often is he/she involved in "real" fights or arguments with other children? | Often | Sometimes | Rarely |
| 10. Does he/she bully or boss other children? | Often | Sometimes | Rarely |
| 11. Is he/she teased or bullied by other children? | Often | Sometimes | Rarely |
| 12. How often do you need to keep your eye on him/her? | Often | Sometimes | Rarely |

COMMENTS: (overleaf if necessary)

SCHOOL:

CLASS A.N./P.N./FULL

SUMMARY TEACHER DATA FOR CLASS

DATE:

NAME OF CHILD	TEACHER QUESTIONNAIRE I										FREQ. WITH	WHY ALONE	IN FIGHTS	BULLIES/ TEASES	TEASED/ BULLIED	EYE ON	TOI (1-5)	ORD. POS.
	1	2	3	4	5	6	7	8	9	10								
1	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3		
2	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3		
3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3		
4	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3		
5	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3		
6	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3		
7	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3		
8	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3		
9	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3		
10	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3		
11	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3		
12	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3		
13	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3		
14	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3		
15	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3		
16	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3		
17	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3		
18	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3		
19	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3		
20	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3		
21	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3		
22	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3		
23	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3		
24	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3		
25	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3		
26	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3		
27	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3		
28	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3		
29	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3		
30	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3		

APPENDIX C1.3 Peer acceptance: classification based on peer sociometry and teacher judgements

Peer acceptance is determined by the combination of sociometry received and teacher rating of peer difficulties. Children are classified on a six point scale depending on the combination of sociometry and teacher rating scores. The combination of teacher rating and child sociometric score indicates differing degrees of severity of peer acceptance difficulties.

The sociometry cut-off score for identifying unpopular children is determined in two ways.

1. The children who fall in the lower third of their class distribution are potentially unpopular. For example, in a class of 24 children, the 8 children obtaining the lowest scores qualify. (If several children obtain the same score as the eighth ranking child, only those scoring below qualify for this group membership).

2. Because the distribution of scores in classes varies and some are skewed either in the direction of having more popular scores or less popular scores, a second cut-off score is examined. Children whose sociometry score is in the lowest third of the potential possible score for their class are potentially unpopular. This cut off score is calculated as follows: $x + (3x-x)/3$ where x = the number of children completing the sociometry ratings.

Most unpopular children are selected by either method. However, depending on the class distribution, a few are selected by one of these criteria only. As can be seen from Figures 1 and 2, if the mean for the class is above the possible mid-point score for that class, fewer than a third of the class score below the one third possible score (Figure 1). If the class mean is skewed towards the lower end of possible scores, more than a third of the class will score below this value (Figure 2). Children who are identified by one, but not both, these methods fall in a grey area of ambiguous borderline unpopularity. In deciding peer acceptance status, teacher ratings determine whether these children fall into the poor peer acceptance group or not.

On the basis of their peer sociometry and teacher ratings, children are classified into the following six categories (and as shown in Figures 1 and 2):

Figure 1 Peer acceptance classification where the 33%ile score is greater than one-third of the potentially possible cut-off score.

Teacher rating

Severe Problems	(5)	////////////////////	////////	2
	(4)	////////////////////	////////	
	(3)	//////// 6 //////////	/// 5 ///	
Mild problems	(2)	////////////////////	////////	1
	(1)	//////// 5 //////////	/// 3 ///	
No problems	(1)	////////////////////	2	
		//////// 4 //////////		
		////////////////////		

Sociometry
scores:

Minimum
possible score

1/3 of poss
score

33%ile
score

Maximum possible
score

Figure 2 Peer acceptance classification where the 33%ile score is less than one-third of the potential possible scores.

Teacher rating

Severe Problems	(5)	////////////////////	////////	2
	(4)	////////////////////	////////	
	(3)	//////// 6 //////////	/// 5 ///	
Mild problems	(2)	////////////////////	////////	1
	(1)	//////// 5 //////////	/// 3 ///	
No problems	(1)	////////////////////	2	
		//////// 4 //////////		
		////////////////////		

Sociometry scores:	Minimum possible score	33%ile score	1/3 of poss score	Maximum possible score
--------------------	------------------------	--------------	-------------------	------------------------

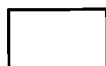
Key: Numbers 1 - 6 indicate peer acceptance category



Poor peer acceptance



Well accepted



Ambiguous peer acceptance (Teacher/peer discrepancy)

Category 1: Well accepted

- (i) teacher ratings of 1 or 2 (no or mild problems) and
- (ii) sociometry score average to very good (score value over the 33rd percentile or $x + (3x-x)/3$, whichever is the highest).

Category 2: Discrepant teacher and peer ratings.

- (i) teacher ratings of 3 - 5 (i.e. definite problems) and
- (ii) peer sociometry in the average to high range (definition as under Category 1).

OR

- i) teacher ratings of 1 or 2 (no or mild problems) but
- (ii) sociometry borderline, i.e. between the 33rd percentile score value and the lower third of the possible score value (see Figures 1 and 2).

Category 3: Mild problem

- (i) teacher rating of 2 (mild - moderate problem) and
- (ii) sociometry in the borderline range (between 33rd %ile and $x + (3x-x)/3$).

Category 4: Low peer acceptance

- (i) teacher rating of 1 (no problem) but
- (ii) sociometry low (below 33rd %ile score or below score value of $x + (3x-x)/3$ whichever is the lower).

Category 5: Low acceptance

- (i) teacher rating of 3-5 (severe problems) and
 - (ii) sociometry borderline (between the 33rd percentile score and $x + (3x-x)/3$ score, OR
- OR**
- (i) teacher rating of 2 (mild/moderate problems) and
 - (ii) sociometry low (below the 33rd percentile score or $x + (3x-x)/3$ whichever is the lower).

Category 6: Very low peer acceptance

- (i) teacher rating of 3-5 (severe problems) and
- (ii) sociometry low (below the 33rd percentile score or the $x + (3x-x)/3$ score whichever is the lower).

PEER ACCEPTANCE CLASSIFICATIONS FOR ANALYSES OF CLASS DATA

For a few analyses, the six categories of peer acceptance are used. Category 1 indicates good peer acceptance and Category 6 indicates the most severe poor peer acceptance where teachers and peers agree.

In chi-square analysis based on two groups, good peer acceptance includes Category 1 and Category 2 children. Category 1 are the children where both parents and peers agree there is no peer difficulty, whereas Category 2 teacher and peer judgements are discrepant. The poor peer acceptance group comprises children who fall in Categories 3-6.

SELECTION OF BOYS FOR MAIN STUDY

Two groups of boys are selected for more intensive study on the basis of their peer acceptance classification and additional criteria. Boys in Categories 3-6 are eligible for the poor peer acceptance group. Boys from Category 1 are eligible for the control, well accepted group. Category 2 boys whose peer acceptance is discrepant on teacher/peer judgements are not selected for either group.

From the poorly accepted groups (Categories 3-6), Caucasian, English-speaking singleton boys with no serious physical or developmental disabilities are identified. Similar boys from Category 1 are potential control subjects. In addition, boys are pair-matched on the basis of attending the same nursery class or school, duration in that class/school and similar age and intellectual ability. On peer sociometry, the scores obtained by each boy in the pair are at least one standard deviation apart.

All group comparisons are done for these two groups of matched pairs. In addition, a scale of peer acceptance taking account of teacher and peer judgements throughout the range of scores is used in correlational analyses. (Details of scaling are in the main text).

SCHOOL _____

CLASS A.M./P.M./FULL _____

NUMBER OF CHILDREN _____

NO. OF BOYS (X) : _____

NO. OF GIRLS (Y) : _____

NO. OF W.H. BOYS (X) : _____

DATE : _____
(2nd)

SCHOOL RECORD SHEET

TEACHER'S NAME _____

SOCIOMETRY; NO OF RATERS: _____

MEAN: _____ $X + \frac{\Sigma X - X}{3}$ _____

S.D. _____

[illegible]

McCARTHY SCALES OF CHILDREN'S ABILITIES

Record Form

NAME _____ AGE _____ SEX _____

HOME ADDRESS _____

NAMES OF PARENTS OR GUARDIAN _____

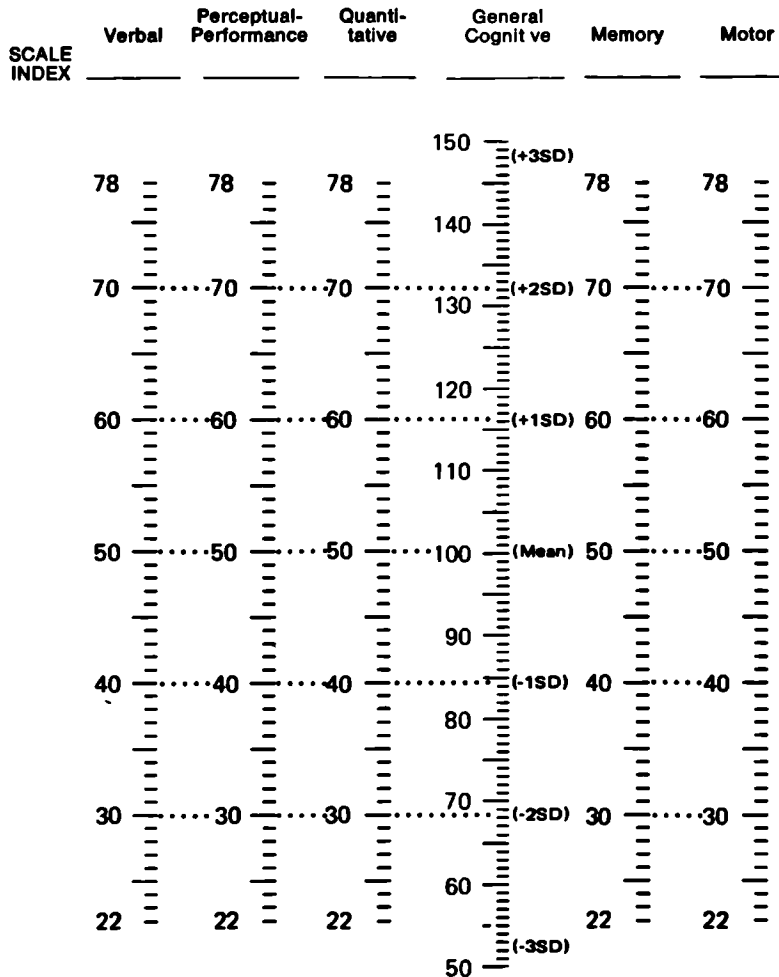
SCHOOL _____ GRADE _____

PLACE OF TESTING _____ TESTED BY _____

REFERRED BY _____

MSCA PROFILE

Enter the 6 Scale Indexes on the appropriate lines below. Then circle the mark representing the index for each Scale. Draw a line connecting the circles. Note that the values for GC are different from those for the other Scales.



Year Month Day

Date Tested _____

Date of Birth _____

Age _____

COMPOSITE RAW SCORES AND SCALE INDEXES

Enter the composite raw scores from the back cover. Obtain the composite raw score for GC by adding V + P + Q. Determine the corresponding Scale Indexes from Table 16. (See page 151 of manual for detailed directions.)

Scale	Composite Raw Score	Scale Index
Verbal (V)	_____	_____
Perceptual-Performance (P)	_____	_____
Quantitative (Q)	_____	_____
General Cognitive: Add composite raw scores V + P + Q	_____	GCi
Memory (Mem)	_____	_____
Motor (Mot)	_____	_____

LATERALITY

(Enter information from Laterality Summary on page 5.)

Hand _____

Eye _____

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5. NUMBER QUESTIONS Discontinue after 4 consecutive failures.			
	Right Answer	Response	Score (0-1)
1. Ears	Two		
2. Noses	One		
3. Heads	One		
4. Toys	Three		
5. Balloons	Two		
6. Candy	Six		
7. Pennies	Seven		
8. Apples	Twelve		
9. Crayons	Six		
10. Ball	Eighty		
11. Secret	Four		
12. Cookies	Three		










Total Max.=12 $\times 2 =$ Test 5

6. TAPPING SEQUENCE					
	Tapping Order	Score			Best Score
		Trial 1 (0-2)	Trial 2 (0-2)	Trial 3 (0-2)	
1.	1 - 2 - 3 - 4				
Continue only if child plays item 1 correctly, and discontinue after 2 consecutive failures on items 2-8.					Score (0-1)
2.	1 - 3 - 4				
3.	2 - 4 - 1				
4.	4 - 1 - 2 - 3				
5.	2 - 3 - 1 - 4				
6.	1 - 4 - 3 - 2 - 3				
7.	4 - 2 - 3 - 1 - 2				
8.	1 - 2 - 4 - 3 - 2 - 1				
Total					Max.=9 Test 6

7. VERBAL MEMORY Discontinue Part I after 3 consecutive failures. If child earns 8 or more points (out of 30) on Part I, give Part II.	
PART I. WORDS AND SENTENCES	Score
1. toy - chair - light	(0-3)
2. doll - dark - coat	(0-3)
3. after - color - funny - today	(0-4)
4. around - because - under - never	(0-4)
Do NOT stress the <u>underlined</u> words in items 5 and 6.	
5. The <u>boy</u> said <u>good-bye</u> to his <u>dog</u> every <u>morning</u> <u>before</u> he <u>went</u> to <u>school</u> .	(0-7)
6. The <u>girl</u> <u> tied </u> a <u>pretty</u> <u>pink</u> <u>ribbon</u> on her <u>doll</u> <u>before</u> she <u>went</u> <u>out</u> .	(0-9)
Total (Part I)	Max.=30

$\times \frac{1}{2} =$ Test Part I (Round half-scores up)

PART II STORY Give Part II if child earned 8 or more points (out of 30) on Part I.	Response	Score (0-1)
1. Term used for Bob		
2. Term used for the woman		
3. Term used for the letters		
4. Bob walking to store		
5. Bob saw woman		
6. Wind blew letters		
7. Bob shouted, "I'll get them for you!"		
8. Bob was careful		
9. Bob picked up letters		
10. Woman was happy		
11. Woman thanked Bob		
Total (Part II)		Max.=11 Test 7, Part II

2. DRAW-A-DIGIT GN Discontinue after 3 consecutive failures.			
	Pass-Fail	Score	Preferred Hand
1. 		(0-1)	R L B
2. 		(0-1)	R L B
3. 		(0-1)	R L B
4. 		(0-2)	R L B
5. 		(0-2)	R L B
6. 		(0-3)	R L B
7. 		(0-3)	R L B
8. 		(0-3)	R L B
9. 		(0-3)	R L B

Total Max.=19
Test 2

13 DRAW A CHILD Administer only if child earned 1 or more points on Test 12.			
	Score (0-2)	Preferred Hand	Child's Comments
1. Head		R L B	
2. Hair			
3. Eyes			
4. Nose			
5. Mouth			
6. Neck			
7. Trunk			
8. Arms and hands			
9. Attachment of arms			
10. Legs and feet			
Total	Max.=20		
	est 13		

LATERALITY SUMMARY			
HAND DOMINANCE			
Test 10, Part I	Ball bouncing	R	L B
Test 10, Part II, item 2	Beanbag catch	R	L
Test 10, Part III, item 1	Beanbag throw	R	L
Tests 12 & 13, all items	Drawing	R	L B
Totals		R	L B
<p>HAND DOMINANCE Check one: (See pages 148-149 of manual.)</p> <p> <input type="checkbox"/> Dominance Established (Right-Handed) <input type="checkbox"/> Dominance Established (Left-Handed) <input type="checkbox"/> Dominance Not Established <input type="checkbox"/> Not Scorable </p> <p>EYE USED IN SIGHTING (Test 11, item 4) Check one: (See page 149 of manual.)</p> <p> <input type="checkbox"/> Right <input type="checkbox"/> Left <input type="checkbox"/> Not Scorable </p>			

17. OPPOSITE ANALOGIES

	Score (0-1)
1. The sun is <i>hot</i> , and ice is _____.	
2. I throw the ball <i>up</i> , and then it comes _____.	
Continue only if child answers at least one of items 1 and 2 correctly, and discontinue after 3 consecutive failures on items 3-9.	X
3. An elephant is <i>big</i> , and a mouse is _____.	
4. Running is <i>fast</i> , and walking is _____.	
5. Cotton is <i>soft</i> , and rocks are _____.	
6. A lemon is <i>sour</i> , and candy is _____.	
7. Feathers are <i>light</i> , and stones are _____.	
8. Syrup is <i>thick</i> , and water is _____.	
9. Sandpaper is <i>rough</i> , and glass is _____.	
Total	Max.=9

× 2 =

Test 17

18. CONCEPTUAL GROUPING

Discontinue after 4 consecutive failures.

				Score
1. Little, big				(0-1)
2. Red, yellow, blue				(0-1)
3. Square, round				(0-1)
	Number Right	Number Wrong	Right Minus Wrong	X
4. Square blocks	(0-6)	(0-6)	(0-6)	(0-2)
5. Big yellow blocks	(0-2)	(0-10)	(0-2)	(0-2)
6. Big round red block				(0-1)
7. Small blue square				(0-1)
8. Large blue square				(0-1)
9. Large yellow circle and small yellow square				(0-2)
Total				Max.=12
				Test 18

NOTES:

ID _____

Name _____

Date _____

Project REACH

Temperament Questionnaire

(from the NYLS of Thomas, Chess, & Korn)

This questionnaire is designed to gather information on the way a child behaves in different situations of every day school life. Some statements may seem similar to each other because they ask about the same situation. However, each one looks at a different area of the child's behavior. For each statement please circle the number from 1 to 6 that best describes the child's behavior. Please try to make these observations based on how you think the child compares to other children of about the same age. A few items may not apply to the child. In that case, please write "NA" (not applicable) next to the item.

	1	2	3	4	5	6	
	HARDLY EVER	ONCE IN A WHILE	SOMETIMES	OFTEN	VERY OFTEN	ALMOST ALWAYS	
1. Child seems to have difficulty sitting still, may wriggle a lot or get out of seat.				hardly ever	1 2 3 4 5 6	almost always	
2. If child's activity is interrupted, he/she tries to go back to the activity.				hardly ever	1 2 3 4 5 6	almost always	
3. Child is easily drawn away from his/her work by noises, something outside the window, another child's whispering, etc.				hardly ever	1 2 3 4 5 6	almost always	
4. Child will initially avoid new games and activities, preferring to sit on the side and watch.				hardly ever	1 2 3 4 5 6	almost always	

	1	2	3	4	5	6	
	HARDLY EVER	ONCE IN A WHILE	SOMETIMES	OFTEN	VERY OFTEN	ALMOST ALWAYS	
5. If initially hesitant about entering into new games and activities, child gets over this quickly.				hardly ever	1 2 3 4 5 6	almost always	
6. When with other children, this child seems to be having a good time.				hardly ever	1 2 3 4 5 6	almost always	
7. Child is sensitive to temperature and likely to comment on classroom being hot or cold.				hardly ever	1 2 3 4 5 6	almost always	
8. Child will show little or no reaction when another child takes his/her toy or possession away.				hardly ever	1 2 3 4 5 6	almost always	
9. Child is able to sit quietly for a reasonable amount of time (as compared to classmates).				hardly ever	1 2 3 4 5 6	almost always	
10. Child can continue at the same activity for an hour.				hardly ever	1 2 3 4 5 6	almost always	
11. Child cannot be distracted when he/she is working (seems able to concentrate in the midst of bedlam).				hardly ever	1 2 3 4 5 6	almost always	
12. Child plunges into new activities and situations without hesitation.				hardly ever	1 2 3 4 5 6	almost always	
13. Child takes a long time to become comfortable in a new physical location (e.g., different classroom, new seat, etc).				hardly ever	1 2 3 4 5 6	almost always	
14. When playing with other children, this child argues with them.				hardly ever	1 2 3 4 5 6	almost always	
15. Child is highly sensitive to changes in the brightness or dimness of light.				hardly ever	1 2 3 4 5 6	almost always	

	1	2	3	4	5	6	
	HARDLY EVER	ONCE IN A WHILE	SOMETIMES	OFTEN	VERY OFTEN	ALMOST ALWAYS	
16. Child overreacts (becomes very upset) in a stressful situation.				hardly ever	1 2 3 4 5 6	almost always	
17. Child sits still when a story is being told or read.				hardly ever	1 2 3 4 5 6	almost always	
18. Child starts an activity and does not finish it.				hardly ever	1 2 3 4 5 6	almost always	
19. If other children are talking or making noise while teacher is explaining a lesson, this child remains attentive to the teacher.				hardly ever	1 2 3 4 5 6	almost always	
20. Child is bashful when meeting new children.				hardly ever	1 2 3 4 5 6	almost always	
21. Child takes a long time to become comfortable in a new situation.				hardly ever	1 2 3 4 5 6	almost always	
22. When child can't have or do something he/she wants, child becomes annoyed or upset.				hardly ever	1 2 3 4 5 6	almost always	
23. Child enjoys going on errands for the teacher.				hardly ever	1 2 3 4 5 6	almost always	

Scoring of REACH Temperament Questionnaire

The 23 items are grouped into three major factors.

Task Orientation items are: 1, 2, 3, 9, 10, 11, 17, 18, 19

Personal Social Adaptability items are: 4, 5, 6, 12, 13, 20, 21, 23

Reactivity items are: 7, 8, 14, 15, 16, 22

Items 1, 3, 4, 7, 13, 14, 15, 16, 18, 20, 21 and 22 must be reversed in value of rating before used for factor computation (eg. a rating of 6 should be changed to 1, a rating of 5 to 2 and a rating of 4 to 3).

Scores for each factor are the average of the ratings (sum of ratings on factor items divided by the number of items in the factor). Thus, scores range from 1 to 6.

The total temperament score is the sum of the three factors.

Low factor and total scores indicate difficult temperamental characteristics and high scores easy ones.

APPENDIX C4

BEHAVIORAL STYLE QUESTIONNAIRE
(for 3-7 year old children)
by

Sean C. McDevitt, Ph.D. and William B. Carey, M.D.

DATA SHEET

Child's Name _____ Sex _____

Date of Child's Birth _____ Present Age _____
month day year

:

Rater's Name _____

Relationship to Child _____

Date of Rating _____
month day year

RATING INFORMATION

1. Please base your rating on the child's recent and current behavior (the last four to six weeks).
2. Consider only your own impressions and observations of the child.
3. Rate each question independently. Do not purposely attempt to present a consistent picture of the child.
4. Use extreme ratings where appropriate. Avoid rating only near the middle of the scale.
5. Rate each item quickly. If you cannot decide, skip the item and come back to it later.
6. Rate every item. Circle the number of any item that you are unable to answer due to lack of information or any item that does not apply to your child.

USING THE SCALE SHOWN BELOW, PLEASE MARK AN "X" IN THE SPACE THAT TELLS HOW OFTEN THE CHILD'S RECENT AND CURRENT BEHAVIOR HAS BEEN LIKE THE BEHAVIOR DESCRIBED BY EACH ITEM

	Almost never 1	Rarely 2	Usually does not 3	Usually does 4	Frequently 5	Almost always 6	
1. The child is moody for more than a few minutes when corrected or disciplined.	almost never	1	2	3	4	5	6 almost always
2. The child seems not to hear when involved in a favorite activity.	almost never	1	2	3	4	5	6 almost always
3. The child can be coaxed out of a forbidden activity.	almost never	1	2	3	4	5	6 almost always
4. The child runs ahead when walking with the parent.	almost never	1	2	3	4	5	6 almost always
5. The child laughs or smiles while playing.	almost never	1	2	3	4	5	6 almost always
6. The child moves slowly when working on a project or activity.	almost never	1	2	3	4	5	6 almost always
7. The child responds intensely to disapproval.	almost never	1	2	3	4	5	6 almost always
8. The child needs a period of adjustment to get used to changes in school or at home.	almost never	1	2	3	4	5	6 almost always
9. The child enjoys games that involve running or jumping.	almost never	1	2	3	4	5	6 almost always
10. The child is slow to adjust to changes in household rules.	almost never	1	2	3	4	5	6 almost always
11. The child has bowel movements at about the same time each day.	almost never	1	2	3	4	5	6 almost always
12. The child is willing to try new things.	almost never	1	2	3	4	5	6 almost always
13. The child sits calmly while watching TV or listening to music.	almost never	1	2	3	4	5	6 almost always
14. The child leaves or wants to leave the table during meals.	almost never	1	2	3	4	5	6 almost always
15. Changes in plans bother the child.	almost never	1	2	3	4	5	6 almost always
16. The child notices minor changes in mother's dress or appearance (clothing, hairstyle, etc.).	almost never	1	2	3	4	5	6 almost always

Almost never 1	Rarely 2	Usually does not 3	Usually does 4	Frequently 5	Almost always 6			
<hr/>								
17. The child does not acknowledge a call to come in if involved in something.	almost never	1	2	3	4	5	6	almost always
18. The child responds to mild disapproval by the parent (a frown or shake of the head).	almost never	1	2	3	4	5	6	almost always
19. The child settles arguments with playmates within a few minutes.	almost never	1	2	3	4	5	6	almost always
20. The child shows strong reaction to things, both positive and negative.	almost never	1	2	3	4	5	6	almost always
21. The child had trouble leaving the mother the first three days when he/she entered school.	almost never	1	2	3	4	5	6	almost always
22. The child picks up the nuances or subtleties of parental explanations (<u>example</u> : implied meanings).	almost never	1	2	3	4	5	6	almost always
23. The child falls asleep as soon as he/she is put to bed.	almost never	1	2	3	4	5	6	almost always
24. The child moves about actively when he/she explores new places.	almost never	1	2	3	4	5	6	almost always
25. The child likes to go to new places rather than familiar ones.	almost never	1	2	3	4	5	6	almost always
26. The child sits quietly while waiting.	almost never	1	2	3	4	5	6	almost always
27. The child spends over an hour reading a book or looking at the pictures.	almost never	1	2	3	4	5	6	almost always
28. The child learns new things <u>at his/her level</u> quickly and easily.	almost never	1	2	3	4	5	6	almost always
29. The child smiles or laughs when he/she meets new visitors at home.	almost never	1	2	3	4	5	6	almost always
30. The child is easily excited by praise.	almost never	1	2	3	4	5	6	almost always
31. The child is outgoing with strangers.	almost never	1	2	3	4	5	6	almost always
32. The child fidgets when he/she has to stay still.	almost never	1	2	3	4	5	6	almost always
33. The child says that he/she is "bored" with his/her toys and games.	almost never	1	2	3	4	5	6	almost always

	Almost never 1	Rarely 2	Usually does not 3	Usually does 4	Frequently 5	Almost always 6	
34. The child is annoyed at interrupting play to comply with a parental request.	almost never	1	2	3	4	5	6 almost always
35. The child practices an activity until he/she masters it.	almost never	1	2	3	4	5	6 almost always
36. The child eats about the same amount at supper from day to day.	almost never	1	2	3	4	5	6 almost always
37. Unusual noises (sirens, thunder, etc.) interrupt the child's behavior.	almost never	1	2	3	4	5	6 almost always
38. The child complains when tired.	almost never	1	2	3	4	5	6 almost always
39. The child loses interest in a new toy or game the same day.	almost never	1	2	3	4	5	6 almost always
40. The child becomes engrossed in an interesting activity for one half hour or more.	almost never	1	2	3	4	5	6 almost always
41. The child cries intensely when hurt.	almost never	1	2	3	4	5	6 almost always
42. The child reacts strongly to kidding or light-hearted comments.	almost never	1	2	3	4	5	6 almost always
43. The child approaches children his/her age that he/she doesn't know.	almost never	1	2	3	4	5	6 almost always
44. The child plays quietly with his/her toys and games.	almost never	1	2	3	4	5	6 almost always
45. The child is outwardly expressive of his/her emotions.	almost never	1	2	3	4	5	6 almost always
46. The child is enthusiastic when he/she masters an activity and wants to show everyone.	almost never	1	2	3	4	5	6 almost always
47. The child is sleepy at his/her bed-time.	almost never	1	2	3	4	5	6 almost always
48. The child stops an activity because something else catches his/her attention.	almost never	1	2	3	4	5	6 almost always
49. The child is hungry at dinner time.	almost never	1	2	3	4	5	6 almost always
50. The child holds back until sure of himself/herself.	almost never	1	2	3	4	5	6 almost always

4.

Almost never 1	Rarely 2	Usually does not 3	Usually does 4	Frequently 5	Almost always 6			
<hr/>								
51. The child looks up when someone walks past the door-way.	almost never	1	2	3	4	5	6	almost always
52. The child becomes upset if he/she misses a regular television program.	almost never	1	2	3	4	5	6	almost always
53. The child reacts strongly (cries or complains) to a disappointment or failure.	almost never	1	2	3	4	5	6	almost always
54. The child accepts new foods within one or two tries.	almost never	1	2	3	4	5	6	almost always
55. The child has difficulty getting used to new situations.	almost never	1	2	3	4	5	6	almost always
56. The child will avoid misbehavior if punished firmly once or twice.	almost never	1	2	3	4	5	6	almost always
57. The child is sensitive to noises (telephone, doorbell) and looks up right away.	almost never	1	2	3	4	5	6	almost always
58. The child prefers active outdoor play to quiet play inside.	almost never	1	2	3	4	5	6	almost always
59. The child dislikes milk or other drinks if not ice-cold.	almost never	1	2	3	4	5	6	almost always
60. The child notices differences or changes in the consistency of food.	almost never	1	2	3	4	5	6	almost always
61. The child adjusts easily to changes in his/her routine.	almost never	1	2	3	4	5	6	almost always
62. The child eats about the same amount at breakfast from day to day.	almost never	1	2	3	4	5	6	almost always
63. The child seems to take setbacks in stride.	almost never	1	2	3	4	5	6	almost always
64. The child cries or whines when frustrated.	almost never	1	2	3	4	5	6	almost always
65. The child repeats behavior for which he/she has previously been punished.	almost never	1	2	3	4	5	6	almost always
66. The child looks up from playing when the telephone rings.	almost never	1	2	3	4	5	6	almost always
67. The child is willing to try new foods.	almost never	1	2	3	4	5	6	almost always

5.

Almost never 1	Rarely 2	Usually does not 3	Usually does 4	Frequently 5	Almost always 6			
<hr/>								
68. The child needs encouragement before he/she will try new things.	almost never	1	2	3	4	5	6	almost always
69. The child cries or whines when ill with a cold or upset stomach.	almost never	1	2	3	4	5	6	almost always
70. The child runs to get where he/she wants to go.	almost never	1	2	3	4	5	6	almost always
71. The child's attention drifts away or lapses when listening to parental instructions.	almost never	1	2	3	4	5	6	almost always
72. The child becomes angry with one of his/her playmates.	almost never	1	2	3	4	5	6	almost always
73. The child is reluctant to give up when trying to do a difficult task.	almost never	1	2	3	4	5	6	almost always
74. The child reacts to mild approval from the parent (a nod or smile).	almost never	1	2	3	4	5	6	almost always
75. The child requests "something to eat" between meals and regular snacks.	almost never	1	2	3	4	5	6	almost always
76. The child rushes to greet the parent or greets loudly after absence during the day.	almost never	1	2	3	4	5	6	almost always
77. The child looks up when he/she hears voices in the next room.	almost never	1	2	3	4	5	6	almost always
78. The child protests when denied a request by the parent.	almost never	1	2	3	4	5	6	almost always
79. The child ignores loud noises when reading or looking at pictures in a book.	almost never	1	2	3	4	5	6	almost always
80. The child dislikes a food that he/she had previously seemed to accept.	almost never	1	2	3	4	5	6	almost always
81. The child stops what he/she is doing and looks up when the parent enters the room.	almost never	1	2	3	4	5	6	almost always
82. The child cries for more than a few minutes when hurt.	almost never	1	2	3	4	5	6	almost always
83. The child watches a long (1 hour or more) TV program without getting up to do something else.	almost never	1	2	3	4	5	6	almost always
84. The child spontaneously wakes up at the usual time on weekends and holidays.	almost never	1	2	3	4	5	6	almost always

6.

Almost never 1	Rarely 2	Usually does not 3	Usually does 4	Frequently 5	Almost always 6			
<hr/>								
85. The child responds to sounds or noises unrelated to his/her activity.	almost never	1	2	3	4	5	6	almost always
86. The child avoids new guests or visitors.	almost never	1	2	3	4	5	6	almost always
87. The child fidgets when a story is being read to him/her.	almost never	1	2	3	4	5	6	almost always
88. The child becomes upset or cries over minor falls or bumps.	almost never	1	2	3	4	5	6	almost always
89. The child interrupts an activity to listen to conversation around him/her.	almost never	1	2	3	4	5	6	almost always
90. The child is unwilling to leave a play activity that he/she has not completed.	almost never	1	2	3	4	5	6	almost always
91. The child is able to fall asleep when there is conversation in a nearby room.	almost never	1	2	3	4	5	6	almost always
92. The child becomes highly excited when presented with a new toy or game.	almost never	1	2	3	4	5	6	almost always
93. The child pays attention from start to finish when the parent tries to explain something to him/her.	almost never	1	2	3	4	5	6	almost always
94. The child speaks so quickly that it is sometimes difficult to understand him/her.	almost never	1	2	3	4	5	6	almost always
95. The child wants to leave the table during meals to answer the doorbell or phone,	almost never	1	2	3	4	5	6	almost always
96. The child complains of events in school or with playmates that day.	almost never	1	2	3	4	5	6	almost always
97. The child frowns when asked to do a chore by the parent.	almost never	1	2	3	4	5	6	almost always
98. The child tends to hold back in new situations.	almost never	1	2	3	4	5	6	almost always
99. The child laughs hard while watching television cartoons or comedy.	almost never	1	2	3	4	5	6	almost always
100. The child has "off" days when he/she is moody or cranky.	almost never	1	2	3	4	5	6	almost always

BEHAVIORAL STYLE QUESTIONNAIRE - Profile Sheet

for 3 to 7 year old children

Developed (1975) by Sean C. McDevitt, Ph.D. & William B. Carey, M.D.

Child's Name _____ Date of Rating _____

Age at rating: _____ years, _____ months. Sex _____

Category score from Scoring Sheet: _____

Profile: Place mark in appropriate box below:

	Activity	Rhythm.	App/With	Adapt.	Intens.	Mood	Persist	Distract	Thresh.
6	high	arrhyth	withdr.	slowly	intense	negative	nonpers	distrac	low
1 S.D	4.31	3.43	3.93	3.27	5.17	3.99	3.56	4.70	4.58
Mean	3.56	2.75	2.99	2.55	4.52	3.31	2.87	3.89	3.98
-1 S.D	2.81	2.07	2.05	1.83	3.87	2.63	2.18	3.08	3.38
1	low	very rhyth.	app.	very adapt.	mild	positive	high per	non-distrac	high

Diagnostic Clusters

Easy		rhythm.	app.	adapt.	mild	positive
Diff		arrhythm.	withdr.	slowly adapt.	intense	negative
STWU	low		withdr.	slowly adapt.	mild	negative

Definition of diagnostic clusters used for individual scoring:

Easy- Scores greater than mean in no more than two of difficult/easy categories (rhythmicity, approach, adaptability, intensity & mood) and neither greater than one standard deviation.

Difficult- 4 or 5 scores greater than mean in difficult/easy categories (as above). This must include intensity and two scores greater than one standard deviation.

Slow to warm up- as defined above, but if either withdrawal or slow adaptability is greater than one standard deviation, activity may vary up to 3.93 and may vary down to 2.97.

Intermediate- all others. Intermediate high- 4 or 5 diff/easy categories above mean with one >1 standard deviation, or 2 or 3 above mean with 2 or 3

>1 standard deviation. Intermediate low- all other intermediates.

This child's diagnostic cluster _____ Date of scoring _____

Comments: _____

Scored by _____

APPENDIX C5

THE PRESCHOOL BEHAVIOR QUESTIONNAIRE

Lenore Behar, Ph.D.
Samuel Stringfield

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Child's Name _____	School Attending _____
Parents' Name _____	Sex (circle) M F
Address _____	Month Day Year
(Street)	Present Date _____
_____ (City, State, Zip Code)	Child's Birthday _____
Rated by _____	Age of Child _____
Title of Rater _____	
Length of Time Rater Has Worked with Child (months or weeks) _____	

Following is a series of descriptions of behavior often shown by preschoolers. After each statement are three columns, "Doesn't Apply," "Applied Sometimes," and "Certainly Applies." If the child shows the behavior described by the statement frequently or to a great degree, place an "X" in the space under "Certainly Applies." If the child shows behavior described by the statement to a lesser degree or less often, place an "X" in the space under "Applies Sometimes." If, as far as you are aware, the child does not show the behavior, place an "X" in the space under "Doesn't Apply."

Please put ONE "X" for EACH statement.

	Doesn't Apply	Applies Sometimes	Certainly Applies	For Scorer's Use Only
1. Restless. Runs about or jumps up and down. Doesn't keep still	_____	_____	_____	_____
2. Squirmy, fidgety child	_____	_____	_____	_____
3. Destroys own or others' belongings	_____	_____	_____	_____
4. Fights with other children	_____	_____	_____	_____
5. Not much liked by other children	_____	_____	_____	_____
6. Is worried. Worries about many things	_____	_____	_____	_____
7. Tends to do things on his own, rather solitary	_____	_____	_____	_____
8. Irritable, quick to "fly off the handle"	_____	_____	_____	_____
9. Appears miserable, unhappy, tearful, or distressed	_____	_____	_____	_____

	Doesn't Apply	Applies Sometimes	Certainly Applies	For Scorer's Use Only		
10. Has twitches, mannerisms, or tics of the face and body	—	—	—	—..	—
11. Bites nails or fingers	—	—	—	—		
12. Is disobedient	—	—	—	—..	—	
13. Has poor concentration or short attention span	—	—	—	—..
14. Tends to be fearful or afraid of new things or new situations	—	—	—	—..	—
15. Fussy or over-particular child	—	—	—	—..	—
16. Tells lies	—	—	—	—..	—	
17. Has wet or soiled self this year	—	—	—	—		
18. Has stutter or stammer	—	—	—	—		
19. Has other speech difficulty	—	—	—	—..	—
20. Bullies other children	—	—	—	—..	—	
21. Inattentive	—	—	—	—..
22. Doesn't share toys	—	—	—	—..	—	
23. Cries easily	—	—	—	—..	—
24. Blames others	—	—	—	—..	—	
25. Gives up easily	—	—	—	—..	—
26. Inconsiderate of others	—	—	—	—..	—	
27. Unusual sexual behaviors	—	—	—	—		
28. Kicks, bites, or hits other children	—	—	—	—..	—	
29. Stares into space	—	—	—	—..	—
30. Do you consider this child to have behavior problems?	—	—	—	—		
TOTALS				Total	1	2
					3	

Child's Name _____

The Preschool Behavior Questionnaire
Score Sheet

Lenore Behar, Ph.D.
Samuel Stringfield

The scoring system for the PBQ is as follows:

All items marked "Doesn't Apply" are scored "0"

All items marked "Applies Sometimes" are scored "1"

All items marked "Certainly Applies" are scored "2"

For each behavior, fill in the appropriate score in the column.

If this blank has to its right a series of dots followed by a second blank, then also fill in that second blank with the child's score on that item. Add all of the numbers in each of the four columns and transfer those totals to the following table. If the exact score appears on the table, circle it. If not, enter the exact score in the appropriate place and circle it.

percentile rank	TOTAL behavior disturbed	Scale 1 hostile- aggressive	Scale 2 anxious	Scale 3 hyperactive- distractible	percentile rank
99 ———	29 ———	14 ———	9 ———	8 ———	99
	26	11	8	7	
			7		
95 ———	23 ———	10 ———	6 ———	6 ———	95
		9			
	20	8	5	5	
90 ———	17 ———	7 ———	4 ———	4 ———	90
	15	5			
80 ———	13 ———	4 ———	3 ———		80
	11	3			
65 ———	9 ———	2 ———	1 ———	3 ———	65
50 ———	7 ———	1 ———	0 ———	2 ———	50
	6	0		1	
	4				
25 ———	2 ———	———	———	———	25
	1				
0	0				0

APPENDIX C6**PRO-SOCIAL BEHAVIOUR QUESTIONNAIRE**

Name of child

Date of Birth

Sex (please ring) M / F

Notes on use

- 1 Below is a list of 20 statements about children's behaviour which may be shown by a child during the school day. On your knowledge of the child over the last term could you place a mark in the appropriate column
 - 2 Although it is difficult, it is important to try and answer each question as objectively and independently as possible
 - 3 In rating each statement disregard your ratings for that child on every other statement, try not to let general impressions colour your judgements about specific aspects of the child's behaviour
 - 4 If the child definitely shows the behaviour described by the statement place the mark in the column headed "certainly applies". If the child shows the behaviour but to a lesser degree or less often place the mark under "applies somewhat". If the child rarely or never shows such behaviour place the mark under the column headed "rarely applies"
 - 5 If you feel that there are any special difficulties in rating this child for whatever reason, please feel free to use the space provided for comments on the back page
-

PLEASE BE SURE TO MARK EVERY STATEMENT!

	Rarely Applies ↓ ↓	Applies Somewhat ↓ ↓	Certainly Applies ↓ ↓
1 If there is a quarrel or dispute will try to stop it	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2 Offers to share rubbers or pencils being used in a task	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3 Will invite bystanders to join in a game	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4 Will try to help someone who has been hurt	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5 Apologises spontaneously after a misdemeanour	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6 Shares out sweets or extra food	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7 Is considerate of the teacher's feelings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8 Stops talking quickly when asked to	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9 Spontaneously helps to pick up objects which another child has dropped (eg pencils, books etc)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10 Takes the opportunity to praise the work of less able children	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



		Rarely Applies ↓ ↓	Applies Somewhat ↓ ↓	720 Certainly Applies ↓ ↓
11	Shows sympathy to someone who has made a mistake	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12	Offers to help other children who are having difficulty with a task in the classroom	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13	Helps other children who are feeling sick	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14	Can work easily in a small peer group	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15	Comforts a child who is crying or upset	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16	Is efficient in carrying out regular tasks such as helping with school milk	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17	Settles down to work quickly	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18	Will clap or smile if someone else does something well in class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19	Volunteers to help clear up a mess someone else has made	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20	Tries to be fair in games.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



APPENDIX C6**Scoring of Pro-social Behaviour Questionnaire**

(from K Weir and G. Duveen 1981

Journal of Child Psychology and Psychiatry, 22, 357-374)

Teachers rate items on a three point scale

Scores are allocated as follows

Rarely applies = 0

Applies somewhat = 1

Certainly applies = 2

Omissions are scored 0

Total score is the sum of 20 item scores, range 0-40.

Higher scores are indicative of prosocial behaviour

Date:

Child's name: Code on Schedule:

date of birth:

age:

Teacher:

School:

Class:

Interviewer:

Aim of interview: To find out about aspects of the child's social behaviour and social relationships at school that are not necessarily readily observed in relatively short observation periods.

PROCEDURE:

Use the semi-structured interview schedule. For each aspect, if the teacher's response is brief or unclear, probe until you have enough information to code. Familiarity with the coding scheme is essential.

INTRODUCTION to teacher:

I'd like to talk to you to find out about how X gets on with other children at school. I'm particularly interested in those aspects of his social behaviour and friendships which we may not find out about from our observations. Please think about how he has been over the past few weeks / term.

Of course, everything you say is strictly confidential and will not be discussed with anyone at school or with his family. The information will remain anonymous in all the analyses and write-ups of the project.

TEACHER INTERVIEW

on child's social
behaviour and friendships
(Final revision)
PWC

Child	<input type="checkbox"/>	<input type="checkbox"/>	1 & 2
SIR Record type	<input type="checkbox"/>	<input type="checkbox"/>	3
Card within Type	<input type="checkbox"/>	<input type="checkbox"/>	4
Interview 1 or 2	<input type="checkbox"/>	<input type="checkbox"/>	5
Coder	<input type="checkbox"/>	<input type="checkbox"/>	6

TC-1 1

Teacher Interview - Coding Sheet

Coded by: _____

T1 - 1

Child's code:Date of Interview:

Circle code number that is applicable. Detailed descriptions of codes are given on a separate sheet. (TC-8)

1. Social behaviour and friends:

- X** gets on very well with most children
 well with a particular child or
 circle of children only
 well with everyone, but no
 particular friends
 fairly well - or mixed
 mixes but mainly negative/passive
 alone a lot; not by choice -
 tags on, onlooks
 alone by choice - not interested,
 but can get on; picky
 loner - alone not interested,
 and can't get on
 IK
 NA

Probe

2. Does he play with any particular children?

Who?

- Is he usually with the same children or not?
 Does he play with one or two children?
 in a small group (3-5) of same children?
 in a group of any children?
 as part of a large group or gang?

3. Does he play with boys only?

- girls only?
 both? equally or not?

4. What do they do or play together?

- Probe Is there a wide range of joint/parallel activities or not?
 Indoor, out-door play?

☐ 7

☐ 8
☐ 9
☐ 10
☐ 11
☐ 12
☐ 13

☐ 14

☐ 15
☐ 16
☐ 17
☐ 18
☐ 19
☐ 20
☐ 21

2. a. Plays with whoever is around Yes, mostly-2 Yes-1 No-0 IK-8
 b. Has a particular circle of friends Yes, definite-2 Yes-1 No-0 IK-8
 c. Plays in small group of any children Usually - 2 Yes-1 No-0 IK-8
 d. Plays in a pair or with 2 others Usually - 2 Yes-1 No-0 IK-8
 e. Plays in large group or gang Usually - 2 Yes-1 No-0 IK-8
 f. Onlooks, hovers around others Usually - 2 Yes-1 No-0 IK-8

3. Plays with/interested in children of
 Same sex only - 5 Both, but own more - 4 Both equally - 3 IK - 8
 Both, but opposite sex more - 2 Opposite sex only - 1 None - 0 NA - 9

4. Do/play together
 a. Constructional play Yes, lot-2 Yes a bit-1 No-0 IK-8
 b. Imaginative play Yes, lot-2 Yes a bit-1 No-0 IK-8
 c. Creative activities (table) Yes, lot-2 Yes a bit-1 No-0 IK-8
 d. Rule based table games Yes, lot-2 Yes a bit-1 No-0 IK-8
 e. Books Yes, lot-2 Yes a bit-1 No-0 IK-8
 f. Outdoor physical play Yes, lot-2 Yes a bit-1 No-0 IK-8
 g. Other Yes, lot-2 Yes a bit-1 No-0 IK-8

8. IF X does not spend much time with children, or has no friends, ASK:
Why do you think X has no friends?

Why do you think he spends so little time with other children?

8. No friends

X doesn't seek out children

Disliked by other children

X unable to join play constructively

X neither seeks children's company, nor is invited to play

X is 'different' (developmentally)

X is 'different' (socio-culturally)

NDFR

1 0 DK 8

2 0 NA 9 1

3 0

5 0

6 0

Code

☐ 37

9. Is X ever in fights or arguments?

a. Fights: YES / sometimes / never

Arguments: YES / sometimes / never

(Probe to check if necessary?)

FIGHTS:

b. How often is he in fights, (get estimate of how often over past few school weeks)

several times a day, very often

about once a day

2-3 times a week

occasionally, (once a week/once a fortnight)

rarely, (less than 1 every 2-3 weeks)

never

c. How serious are these fights?

Probe: Children get out of control and hurt each other?

Teacher needs to intervene

minor scraps

argue only

d. Who usually starts the fights?

X / others / equally X or other / DK

(Probe if necessary)

e. What happens? (Record description, circumstances etc.)

9. FIGHTS

a. Yes - 1 / Never - 0 / DK - 8

b. Frequency

several times a day 5 occasionally 2

about once a day 4 rarely 1

2-3 times a week 3 never 0

c. Severity

very serious 3 minor scraps 1

sort out themselves 2 verbal only/arguments 0, NA-9

d. Who starts

Usually X 3 Either X or other equally 2

Usually others 1 DK 8

e. Circumstances.

X deliberately picks fights, Other 1

enjoys them 3 DK 8

In play, over possessions only 2

☐ 38

☐ 39

☐ 40

☐ 41

☐ 42

10. ARGUMENTS:

- a. Is X ever involved in arguments? Yes, sometimes, never
(Get estimate over past few school weeks)
- b. How often is he in arguments:
several times a day
about once a day
2-3 times a week
occasionally (\approx 1 a week/fortnight)
rarely/never ($<$ 1 a fortnight)
- c. Do the arguments get very heated or not?
Does he get very worked up or not?
Probe: How heated, prolonged, loud?
Lead to blows?
How minor?
- d. Who usually starts the arguments?
(Probe to clarify)
X usually; Other usually,
Equally X or other, IK
- e. When do arguments arise?
(Record description, circumstances etc.)

10. ARGUMENTS:

- a. Yes-1 Never-0 IK-8
- b. Frequency: several times a day 5 occasionally 2
about once a day 4 rarely 1
2-3 times a week 3 never 0
- c. Severity: very heated, T usually mild, shortlived
intervenes 3 quarrels 1
moderate, sort out NA 9
themselves 2
- d. Who starts: usually X 3 X or other equally 2
usually others 1 IK 8
- e. Circumstances: X deliberately starts them, provokes others;
enjoys it 3
In play, over possessions only 2
Other 1 DK 8

11. How does X usually respond to provocation?

(Record Teachers response) Try to clarify X's most usual response.

11. Response to provocation: Fights, argues back 5 4 RPROV
Tells teacher, gets help 4 2 Other 1 1
Retreats only 3 1 IK 8
Fights or gets help 2 3 Never happens NA 9
0 1 0

12. How do most of the other children respond to X?

12. Most Children's reaction to X.

- Star, sought out 7 Rejected 3
Well liked, accepted 6 Bossed about 2
Just accepted, tolerated 5 Treated warily by many 1
Ignored 4 IK 8

Probe: Is he sought out by most?

Accepted, well liked, popular?

Simply tolerated, just accepted?

Ignored?

Actively rejected or ousted?

Ordered around, bossed about?

Treated warily, avoided, with suspicion by many/ most children

13. a. Does X come up to tell tales about what other children have done to him?
How often?
b. What kind of tales?
Probe: sensible or silly trivial tales
13. a. X tells tales: Often (\geq daily) 4 Never 0
Sometimes (2-3 x wk) 3 DK 8
Occasionally (less than 1 x wk) 2
Seldom (\leq 1 x 2-3 wks) 1
b. Kind: Sensible reasons 1
Trivial tales 2
NA 9

50

51

14. a. Does X come up to tell tales about what other children are doing although he is not involved?
How often?
b. What kind of tales?
14. a. X tells tales about others:
Often (\geq daily) 4 Seldom (\leq 1 x 2-3 wks) 1
Sometimes (2-3 wk) 3 Never 0
Occasionally (less than 1 x wk) 2 DK 8
b. Kind: Sensible reasons 1
Trivial tales 2
NA 9

52

53

15. Is X picked on or teased by other children? YES/NO/DK
How often?
What is he picked on or teased about? (Record)
15. X teased: A lot (at least daily) 4
a. Frequency: Often (at least 2-3 x wk) 3
Occasionally (1 x 2-3 wks) 2
Seldom (\leq 1 x mth) 1
Never 0 DK 8
b. Kind: Spiteful, malicious 2 DK 8
Playful only 1 NA 9
c. About: Personal qualities 4 DK 8
Behaviour 3 NA 9
Family, home 2
Other 1

54

55

56

16. Is X ever bullied by other children?
How often?
What about? (Record)
How does he react?
16. X bullied: A lot (at least daily) 4
a. Frequency: Often (2-3 x wk or more) 33 Seldom (less than once a month) 1
Occasionally (1 x 2-3 wks) 2 Never 0 DK 8
b. About: X's actions seen as provocative 4
Bully 'likes' X's unhappy reaction 3
X's physical/other attributes 2
Other 1
DK 8
NA 9

57

58

1/. Does X ever pick on or bully other children? Yes/No/UK
How often?
Is this to particular children or to any of them?
Why do you think he does it?

18. a. How does X generally get on with you and the other teachers in his class?

Probe: How does he show this?

Does he seek out teachers?

Does he respond to teacher when she approaches him?

b. What does he like to do (play) when he's with a teacher?

Record activities, noting those most preferred.

19. Does he prefer adult's or children's company or both equally?
Does he prefer to be on his own or with people?

20. Is X a clingy child with adults - teachers

- parents

If Yes, How does this show?

When is he clingy?

Is X clingy with other children?

If Yes, How does this show?

When is he clingy?

21. Is X an affectionate child with adults - teachers

- parent

with children?

If Yes, How does this show?

When is he affectionate?

Often (2-3 x wk) 6 often (2-3 x wk) 3
sometimes (1 x 1-2 wks) 5 sometimes (1 x 1-2 wks) 2
occasional (<1 x month) 1 occasionally (<1 x mth) 1
never 0 never 0 UK 8

b. Whom: Anyone 4 Younger, smaller children 2

Particular, vulnerable children 3 Other 1 UK 8 MA 9

c. Reason: Is 'nasty', unkind 5 In retaliation only 1

To get own way 4 UK 8

Is unhappy 3 MA 9

Likes reaction of child/ren 2

18. Teachers

a. Very well, seeks out 5 Not very interested 2

Fine 4

Doesn't initiate contact but responds OK 3 UK 8

b. T directed activity, play Does a lot-2 a little-1 does not-0 MA-9

Individual attention-chat Does a lot-2 a little-1 does not-0 MA-9

Individual attention-activity Does a lot-2 a little-1 does not-0 MA-9

Follows, hovers Does a lot-2 a little-1 does not-0 MA-9

19. Preferences:

Own company by far 1 Children 3 UK 8

Adults 2 Adults and children (equally) 4

20. Clingy a) To parent Yes, lot-2 A bit-1 No-0 UK-8

b) To teacher Yes, lot-2 A bit-1 No-0 UK-8

c) To child/children Yes, lot-2 A bit-1 No-0 UK-8

d) Circumstances: General insecurity 3 Other 1

Frightened by specific things 2 UK 8

MA 9

21. Affectionate to a) parent Yes, lot-2 A bit-1 No-0 UK-8

b) teacher Yes, lot-2 A bit-1 No-0 UK-8

c) children Yes, lot-2 A bit-1 No-0 UK-8

d) shows by: cuddles, kisses etc 3

being close, smiles 2 UK 8

Other 1 MA 9

22. Does X show his feelings easily or not?

How?

Is it easy to see from his expression how he is feeling?

TX76

22. Show feelings easily:
 Very clearly 4 4
 Fairly well 3 3
 Not easily 2 2
 Tells you only 1 1
 No 0 1
 DK 8

76

23. What is X usually like in his emotions?

Probe - Is he generally happy

serious

moody

miserable

fearful

changeable

tearful

If necessary, ask: Why do you think he's like this?

TX77

23. X's Emotions

Happy, sunny

Serious, but happy

Moody, changeable

Miserable, unhappy

Tearful

Fearful

7 3
 6 2
 5 -1 Other 1 -1
 4 -3 Expressionless 0 1
 3 -2 DK 8
 2 -2

77

24. Do you have any other comments about X's social behaviour or friendships?

Record Teacher's comments. Code in appropriate place, Code here information on any special attributes.

24. Other attributes

Sense of humour

Very good 2 definitely none 0
 Some 1 DK 8 NA 9

78

Empathic, protective

Very quite 2 1
 Not 0 DK 8 NA 9

79

25. Interviewer rate whether Teacher finds child likeable or difficult to get on with from way she discusses him, any questioning.

e.g. Is he an easy child to have in class?

Is he easily likeable?

25. Interviewer judgement

Exceptionally well liked child

Well liked child

Averagely accepted

A bit difficult to like, cope with

Clearly difficult to like, get through to

DK 8 NA 9

4

3

2

1

0

80

TI-C-8
Oct. 1983
MHC

TEACHER INTERVIEW CODING

Amendment and elaboration of Coding for Question 1.

1. Social behaviour and friends:

Detailed description of code categories

Classification takes account of extensiveness, quality and amount of contact with peers.

- | | | |
|---|--|---|
| 7 | X gets on <u>very well</u> with most children mixes easily; may have a particular circle of friends; very little friction in relationships with friends or others. | 7 |
| 6 | X gets on well with a particular child or circle of friends <u>only</u> ; but spends a fair amount of time with them; not much contact with others; may be dependent on this friend (circle); minimal friction in relationships with friends or others. | 6 |
| 5 | X gets on well enough with everyone/anyone, but has no particular friends. | 5 |
| 4 | X has <u>mixed</u> relationships; gets on well with some children; there is friction with others; or has mixed contact with the same set of children i.e. play well but also have fights. | 4 |
| 3 | X has contact or is eager to be with other children but this is
a) mainly negative - he is often in fights <u>and/or</u>
b) passive - he is pushed around; simply there <u>and/or</u>
c) is bossy and overbearing | 3 |
| 2 | X is a loner - alone a lot but not 'by choice' - tags along, collects. Shows interest in others but
a) seems unable to get more involved <u>and/or</u>
b) seems excluded by others. | 2 |
| 1 | May have a closer relationship with one or two children only
X is a loner - alone 'by choice' - not very interested in others; mainly on his own but seems to get on well enough when he is with others; when with others, he may mix with anyone or have an exclusive friend or circle; may be very 'fussy', 'picky' about his friends or 'aloof'. | 1 |
| 0 | X is solitary; mostly alone, not interested in others even if he is with them; minimal contact and if any, this is unusual, odd or 'antisocial' like. | 0 |

APPENDIX C7.2

TEACHER INTERVIEW . Higher order composite variables created from schedule variables

Higher order composite scores were created by summing the relevant discrete items Any missing values on discrete items were ignored Thus any errors were in the direction of lowering the total score Rescaling of specific variables is shown on the schedule (eg RPROV, TX76)

In creating complex composite variables, component scales whose high values denoted positive characteristics were reversed Thus high scores on most composites reflect greater problems in that domain of functioning

In creating certain composites, component variables were given equal weighting by dividing each by its number of scale points (e g TSOC, TTEAR)

TWHOP = sum (TEA8, TEA9, TEA10, TEA11, TEA12)
RANGE OF PEER GROUPS C PLAYS IN
0 -- X none -- several kinds

HOVER = sum (TEA13, TEA66)
HOVERS, ONLOOKS PEERS AND TEACHER
0 -- X no -- a lot to both

TPLAY - sum (TEA15, TEA16, TEA17, TEA18, TEA19, TEA20, TEA21)
RANGE OF PLAY ACTIVITIES WITH PEERS
0 -- X none -- several, different

FRIEND = NOFR (from TEA37) + TEA23
NUMBER OF PARTICULAR FRIENDS/PLAYMATES
0 -- X none -- several

TSOC = TEA7/8 + TEA22/6 + WHOP/11 + FRIEND/5 + (TEA13*-1)/3
OVERALL SOCIABILITY/GREGARIOUSNESS WITH PEERS
0 -- X not at all -- very socially involved

TFIGHT = sum (TEA38, TEA39, TEA40, TEA41, TEA42)
FIGHTS - EXTENT, FREQUENCY AND SEVERITY
0 - X. never fights - often, serious

TARGUE = sum (TEA43, TEA44, TEA45, TEA46, TEA47)
ARGUMENTS - EXTENT AND SEVERITY
0 -- X rarely -- often in heated arguments

TF1ARG = TFIGHT + TARQUE

CONFLICT - VERBAL AND PHYSICAL
0 -- X none -- considerable

TALES = sum (TEA50, TEA51, TEA52, TEA53)

TELLS TALES TO TEACHER
0 -- X no -- a lot, over several issues

BULLIED = sum (TEA54, TEA55, TEA56, TEA57, TEA58)

C IS BULLIED, TEASED
0 -- X not at all -- a lot

PICKS = sum (TEA59, TEA60, TEA61)

C IS PICKED ON
0 -- X not at all -- a lot

RPBUD = RPROV + BULLIED

RESPONSE TO PROVOCATION
0 -- X none/little response -- very upset, retaliates

CONF = TF1ARG + PICKS

CONFLICT - VERBAL AND PHYSICAL, AND IS PROVOCATIVE
0 -- x none -- a lot

AGGR = TFIGHT + PICKS

AGGRESSIVE CONFLICT - IN FIGHTS AND IS PROVOCATIVE
0 -- X none -- a lot

TEAACT = sum (TEA63, TEA64, TEA65)

DOES RANGE OF ACTIVITIES WITH TEACHER
0 -- X no -- several

TREL = TEA62/5 + TEA80/5

AFFECTIVE RELATIONSHIP WITH TEACHER
0 -- X not good -- likes and is liked

TTEAR = TEA62/5 + TEAACT/7 + TEA80/5

OVERALL RELATIONSHIP AND INVOLVEMENT WITH
TEACHER
0 -- X none -- good, involved

CLING = sum (TEA68, TEA69, TEA70, TEA71)

INSECURE CLINGING TO ADULTS OR CHILDREN
0 -- X no -- very

CLIN = CLING * -1

CLING scale reversed

FOND = sum (TEA72, TEA73, TEA74, TEA75)

SHOWS AFFECTION TO ADULTS AND CHILDREN

0 -- X no -- yes, a lot

FEEL = TX76 + TX77

AFFECT - SHOWN AND KIND

0 -- X negative/unhappy -- little affect shown -- happy, sunny

EMOT = sum (FEEL, FOND, CLIN)

EMOTIONS SHOWN - overall composite

0 -- X negative/none -- neutral/little shown -- happy, secure, affectionate

SPEC = sum (TEA78, TEA79)

CHILD HAS SPECIAL CHARACTERISTICS, E G SENSE OF HUMOUR

0 -- X no -- yes, definitely has some

PARENTAL INTERVIEW

Some sections derived from Isle of Wight Parental Interview, September 1968)
MMC, 1982-1983

Date:

Child's name: Code on Schedule:

date of birth:

age:

Informant:Interviewer:PARENT INTERVIEW

- Young children's social development
(Final Revision)
MMC

Child

<input type="checkbox"/>	<input type="checkbox"/>	1 & 2
--------------------------	--------------------------	-------

SUR Record Type

<input type="checkbox"/>	3
--------------------------	---

Card within Type

<input type="checkbox"/>	4
--------------------------	---

Interview 1 or 2

<input type="checkbox"/>	5
--------------------------	---

Coder

<input type="checkbox"/>	6
--------------------------	---

Aim of Interview: To find out about the child's health, behaviour and social relationships.

Procedure: Use the semi-structured interview schedule. For each aspect, if parent's response is brief or unclear, probe until you have enough information to code. Familiarity with the coding scheme is essential.

INTRODUCTION TO THE PARENT

Thank you very much for letting me come to talk to you. As I explained in the letter we are interested in young children's social development and in particular how they learn to get on with one another. (Child's name) is one of the children we have seen at school and I should like to ask you some questions about how he is at home. This will probably take about an hour and a half. Every thing you say will of course be quite confidential. I'd like to begin by getting some background information and asking a few details about the family.

SECOND INTERVIEW INTRODUCTION

Thank you very much for letting me come to talk to you again. This time should not take as long as I'd like to talk mainly about how I and things have been since I saw you last. Have there been any changes in the family and who lives here since we last met?

Child's Code:

1. COMPOSITION OF THE HOUSEHOLD AND FAMILY

To begin with, could you please tell me who is in the family and who lives at home with you.

(Elicit list of occupants, and relevant details)

Mother age: occupation: employed: YES NO Full/part-time: Since X born:

Father age: occupation: employed: YES NO; how long: Full/part-time:

If applicable:

Step-parent/'social' parent: age: occupation: employed: YES NO; how long:

How long has he known X?

How long has he lived here?

How many children do you have?

Who is the eldest?

OBTAIN DETAILS ON CHILDREN:

Name	Sex	date of birth/age	percentage	living with

IF BOTH PARENTS ARE ALIVE AND LIVING IN THE HOUSEHOLD GO ON TO THE NEXT SECTION

If a parent is dead, ASK:

When did he/she die? Year of death: Year:
When did you remarry? (if applicable)

If one parent is alive but not living in household, ASK:

Are you divorced ?
Legally separated ?
Living apart ?
When did he/she stop living with you ? Year:
Does he/she see the children at all ?
How often has he/she seen them in the last year ?

Child's Code: _____ Date of Interview: _____
Coded by: _____

Circle the applicable code number
Codes that are consistent throughout: Don't know 8
Not applicable 9

CARD 1

FAMILY

1. Parents: (biological or adopted):
married/together 0 divorced 3
widowed 1 never together 4
separated 2 other 5

Child lives with: both parents adopted over 6 mos 3
(biological; adopted under 6 months) 0 fostered 4
Mother 1 other relative 5
Father 2 other 6

If X lives with one biological parent, code:
a) Status of this parent's partner:
No current committed relationship: 0 'Steady' lives elsewhere
Remarried, cohabiting (over 1 yr): 1 but involved with children
Remarried cohabiting (1 yr): 2 (over 1 year) 3
'Steady' but Y is not a 'social' parent or known 4
1 yr. 4
Other 5
DK 8 MA 9

b) This relationship is:
heterosexual 0 homosexual 1
DK 8 MA 9

Parents have been apart since:
before X was born 0 X was 3+ years old 4
X was under 12 mos 1 Since last interview (2nd only) 5
X between 1-2 yrs old 2 DK 8
X 2-3 yrs old 3 MA 9

Contact with non custodial, living parent (in past year, or since separation if less than 1 yr)
More than once a week 1 less than 3 times 5
Once a week 2 None in past year 6
Once a fortnight 3 DK 8
Less than once a month 4 MA 9
holidays only

Code each parent separately:
Social class (by occupation)

13
14
15

Mother
Father
Soc. Parent

Present employment: Steady job - full-time 0
Steady job - part-time 1
Temporary/casual - full-time 2
Temp/casual - part-time 3
Unemployed (by choice) 4
Unemployed (3 mos) 5
Unemployed (3+ mos) 6
DK 8
MA 9

Mother
Father
Soc. Parent

Since X was born, Ma has worked:
Never 0
Yes, in past year only 1
Yes, intermittently since X infant - regularly or casually 2
Yes, continuously - part time 3
Yes continuously - full-time 4
Yes, other, or details unknown 5

Mo work: 19

Number of children in family:

Full and half sibs (incl. X):
Code number: 1, 2, 3 etc. 7=7 and over

X's ordinal position in this sibship
Eldest 1 Third 3 etc.
Second 2 Seventh or more 7

Number of stepsibs: Code No. 1, 2, 3 etc. 7=7 or more
Total number of children in the family who live at home
Code No: 1, 2, 3 etc 7=7 or more

X's position
Stepsibs
Total

20
21
22
23

OTHER HOUSEHOLD MEMBERS

Apart from you, (your husband) and the children, is there anyone else also living with you such as other relatives or a lodger, or cohabitants?

If NO, ASK: Has there been during the last 3 months?

OBTAIN DETAILS

Name	Sex	Age	Status	How long

Other children in household (6 months or longer)

No: None = 0

One = 1

7 = 7 or more

DK 8

Foster children

Other children with their own parents

Any other children

Other adults (In home now)

Code number of each kind:

0 = none

1 = one

7 = 7 or more

Do not include adults who live in separate flat; basement etc.

Who

Other relative

Share house with

Live in nanny, lodger

Visitor

HOUSE

RECORD: Whether family live in a house or flat:

have a garden or not:

condition of housing:

ASK How long have you lived in this home?

Have you lived here since before I was born?

If not: How many moves have you had since I was born?

How old was I when you moved? (for each move):

How many living and bedrooms do you have altogether? Kitchen? Bathroom?

How many of these are bedrooms?

What are the sleeping arrangements?

Does I share a room?

a bed? If yes, find out with whom

Are you satisfied with your housing conditions? Record any dissatisfactions.

HOME

House 1 None, but access to communal grounds eg. Estate 3

Garden: Large 1 Small 2 None at all 4

Family has lived here:

Since before I was born: 0 Since I was 15mths - 3yrs old 2

Since X was under 12- 1 Since X was 3yrs, but 6 months 3

15 months 2 For less than 6 months 4

Condition

Excellent 0 - exceptionally comfortable etc.

Good 1 - very comfortable, spacious etc.

Adequate 2 - average

Very poor 3 - definitely inadequate, unkempt

X has:

own room

shares with 1 sib 2

shares with 2 or more 3

shares with parent(s) 4

X has his own bed: YES 1 No 2 DK 8

Satisfaction with:

a. Housing

Very satisfied, no wish to move 1 Dissatisfied 3

Satisfied tho' would prefer other 2 Very dissatisfied 4

(usually because of size) 0

b. Environment

Like living in this neighbourhood; no wish to move 0

Want to move to another urban area in this city/town 1

Want to move to another city/town 2

Want to move to the country 3

Want to emigrate 5

Other - want to move; place not specified 6

CHILD'S HEALTHG.P. CONTACTS

How has I's health been in the past year ?

Has he had to see the doctor for anything ?

Has he been for any other reason ?

How about check-ups ?

Or regular prescriptions ?

Or accidents ?

Or anything else ?

How has I's health been before that, since birth ?

Use the same probes as above and probe to get a clear picture of any health problems.

Find out whether the child has been on any medication.

HEALTH (In past year) (For PI 2 - since first interview)G.P. Contacts (past year)

None 0
Some 1
Frequent 2

MEDICAL
DURIOUS
PSYCH
INTEL.

Health:

Good: no more than 1-2 mild illnesses, colds 0

Average: usual childhood illnesses, no 1

complications, frequent colds etc; recurring ailments without complications

Sickly: ill often or long time (over 2mths) 2

Medication:

Only for phys. illnesses 0

Sedatives or stimulants
(for 1 to 2 week in past year) 1

Sedatives or stimulants for longer 2

Accidents:

None, minor - no medical attention 0

Requiring GP/OP casualty treatment 1

Hospitalised 2

Health since Birth: (prior to last year)

Good - very seldom ill 0

Average - usual 'flu', childhood illnesses 1

Poor - sickly infant (up to 12mths) 2

Poor - sickly throughout life 3

CARD 1

43
44
45
46

47

48

49

50

HOSPITAL OR CLINIC CONTACT

Has X ever had to go to the hospital or clinic either has an outpatient or an inpatient?

Perhaps for accidents ?

Or check-ups ?

Or special tests ?

Why was this ?

How long was he there ?

When was it ?

Which hospital?

(Get details of each contact.)

Have you ever had to take X to see a doctor or specialist about any behaviour difficulties or nervousness ?

Get dates and names of hospitals as accurately as possible.

Has X ever been admitted to hospital ?

(If yes) What for ?

When ?

Has X ever been to any clinic ?

Such as a speech therapy clinic ?

Or any other clinic ?

(If yes) What was it for ?

When ?

Hospital Contacts (past year)

0	None	Physical	<input type="checkbox"/> 51
1	O.P.	Dubious	<input type="checkbox"/> 52
2	I.P. - less than one week	Psych.	<input type="checkbox"/> 53
3	I.P. - over one week	Devel.	<input type="checkbox"/> 54
Hospital Contacts - birth onwards			
0	None	Physical	<input type="checkbox"/> 55
1	O.P.	Psych.	<input type="checkbox"/> 56
2	I.P. - up to one week	Devel.	<input type="checkbox"/> 57
3	I.P. - over one week		

CHRONIC PROBLEMS

0	None	Eosina	<input type="checkbox"/> 58
1	Mild	Epilepsy/fits	<input type="checkbox"/> 59
2	Serious	Hearing	<input type="checkbox"/> 60
		Vision	<input type="checkbox"/> 61
		Other	<input type="checkbox"/> 62

Total number of Inpatient Hospitalisations

0 = none, 1 = one; 7 = 7+; 8 = IX

No. of Inpatient No.

☐ 63

Predom. Reaction

☐ 64

Reaction to any hospitalisation (in- or out-patient)

(Same scale as for pg Po5)

Most severe reaction

☐ 65

SEPARATIONS

(You mentioned that X was admitted to hospital when he was ... years old)

Has he ever been away from you or your husband/wife for any (other) reasons ?

Such as your going into hospital (eg. to have a baby) ?

Or your husband going into hospital ?

Or your husband working away from home ?

Or his going away to stay with relatives or friends for a time ?
(and see below)

Or for any other reason ?

(Obtain details of any separations from either parent, noting the reasons, duration, age of the child at that time, the nature of the placement, and the child's reaction.)

Has X ever stayed away over night or longer on his own without you eg. with a relative
(grandparent or aunt) or your friends ? YES/NO

When was the first time ?

With whom ?

For how long ?

How often has he done this ?

Probe - with same relatives or different ?
regular or occasional stays ?

Does he enjoy these (overnight) stays or not ?

(Probe to find out whether transient upset at separation persists or not)

SEPARATIONS

(Excluding X's social visits - separate scales)
Use frequency and age scales as indicated for duration and reaction

Frequency and Duration

<u>Frequency</u>	<u>Duration</u>
None	Overnight only
Seldom (1-3)	2-3 days
Occasionally (4-10)	4 to 10 days
Often (10+)	Up to 4-6 weeks
Very often, regularly	Longer periods

Age - (first time)

<u>Age</u>	<u>First time</u>
Less than 6 months old	12
6 mths - 15 mths	13
15 mths - 2yrs	14
2 - 3 yrs	15
3+ years	16
N.A.	

Alternative care

<u>Care</u>	<u>Reaction</u>
Own home: other parent	17
known relative, friend, neighbour	18
stranger, acquaintance	
mixture of 1 & 2	
Elsewhere: with parent	
known relative, friend	
neighbour	
In care: foster, children's home	
Mixture of in home & elsewhere	

X's reaction

<u>X's reaction</u>	<u>Reaction</u>
No marked negative reaction	19
Initial mild distress only	
Initial intense distress only	
Mixed, variable (some prolonged)	
Prolonged mild distress	20
Prolonged intense distress	

CARD 2

Frequency

☐ 7
☐ 8
☐ 9
☐ 10
☐ 11

Age

☐ 12
☐ 13
☐ 14
☐ 15
☐ 16

Care

☐ 17
☐ 18

Reaction

☐ 19
☐ 20

VISITS TO SOURCE (INCLUDING OVERNIGHT STAYS WITH GRANDPARENTS, FAMILY, INCLUDING BABYSITTING VISITS.)

a.	<p>0 Goes alone</p> <p>1 with sib(s) only</p> <p>2 only with parent(s)/family</p> <p>3 never been away-not tried no opportunity</p> <p>4 Began since 3-yrs of age* between 1 & 3yrs old 1 since babyhood, below 12 mths</p> <p>5 NA</p>	<p>0 Never away - attempted and failed</p> <p>1 Used to go; stopped because of adverse reaction</p> <p>2</p> <p>3</p> <p>4</p> <p>5</p>	21
b	<p>0 (*p Interview 2 - since Interview 1)</p> <p>1</p> <p>2</p> <p>3</p> <p>4</p> <p>5</p>	b	22
c	<p>0 Duration overnight only</p> <p>1 up to one week</p> <p>2 over one week</p> <p>3 long and short stays</p> <p>4 NA</p>	c	23
d	<p>0 Frequency less than 3 times</p> <p>1 often, irregularly</p> <p>2 often, regularly</p> <p>3 NA</p>	d	24
e	<p>X's reaction - first time</p> <p>0 No marked reaction</p> <p>1 Initial mild distress only</p> <p>2 Initial intense distress</p> <p>3 Mixed, variable (some prolonged)</p> <p>4 Prolonged, mild distress</p> <p>5 Prolonged intense distress</p> <p>6 Failure - had to be fetched</p>	e	25
f	<p>X' reaction - now</p> <p>0 No marked reaction</p> <p>1 Initial mild distress only</p> <p>2 Initial intense distress</p> <p>3 Mixed, variable (some prolonged)</p> <p>4 Prolonged, mild distress</p> <p>5 Prolonged intense distress</p> <p>6 No longer goes because of strong adverse reaction (not necessarily on first occasion)</p>	f	26

Has X ever stayed overnight or longer on his own with a friend ?

When was the first time ?

How often has he done this ?

For how long ?

Does he enjoy these (overnight) stays or not ?

(Probe for description of X's reactions)

Stay with friend

Goes: 0 never

1 with sib only

2 alone

Began: 0 In last 6 mths

1 After 12mths old

2 Since babyhood, below 12 mths

Duration: 0 Overnight

1 Up to one week

2 Over one week

3 Long and short stays

Frequency: 0 1-3 times

1 Often, irregularly

2 Often, regularly

X's reaction - first time: 0 No marked reaction

1 Initial mild distress only

2 Initial intense distress

3 Mixed, variable (some prolonged)

4 Prolonged, mild distress

5 Prolonged intense distress

X's reaction - now:

CARD 2

☐ 27

☐ 28

☐ 29

☐ 30

☐ 31

☐ 32

☐ 33

Goes FREEDOM

BEGAN

Duration FREEDOM

LONGEST

FREQ

FIRST

NOW

When you and your husband/wife are out in the evening, who looks after him ?

Probe - for number of babysitters;

known to child, or not

parents satisfaction with arrangements

Does he mind your going out ?

Does he get upset at being left ?

If Yes; why do you think this is ?

Babysitters (at home)

Who

0 No one, ever, apart from parents

1 Other household only

2 Relatives, friends - 2-3 regular

3 Larger pool of known babysitters

4 Known babysitting circle, incl above

5 Babysitting services only

6 Mixture - 5 and any other

Known

0 Always known

1 Occasionally unfamiliar

2 Often unfamiliar

X's reaction

0 No marked reaction

1 Initial mild distress only

2 Initial intense distress

3 Mixed, variable (some prolonged)

4 Prolonged, mild distress

5 Prolonged intense distress

☐ 34

☐ 35

☐ 36

☐ 37

☐ 38

PREDOM

MOST SEVERE

Known

Reaction
Now

MOST SEVERE

CARD 2

Daytime care by others (regular)

Code separately for a) past 6 months and b) earlier using these scales.

Type

a) Past 6 months

- | | | | | |
|---|---|------------------------------|--------|-----------------------------|
| 0 | None | Kind - | predom | <input type="checkbox"/> 39 |
| 1 | Own home - one relative, friend, or taken to | | severe | <input type="checkbox"/> 40 |
| 2 | Own home - nanny, childminder | | | |
| 3 | Childminder's home | | | |
| 4 | To several minder's/friends' homes | <u>Satisfactory</u> | | <input type="checkbox"/> 41 |
| 5 | Creche, day nursery | | | |
| 6 | Mixture of in and out of home, sp/indiv. care | <u>X's reaction - predom</u> | | <input type="checkbox"/> 42 |
| | | severe | | <input type="checkbox"/> 43 |

Satisfactory:

b) Earlier

- | | | | | |
|---|-----------------------|------------------------------|--------|-----------------------------|
| 0 | Yes | Kind - | predom | <input type="checkbox"/> 44 |
| 1 | Not really, uncertain | | severe | <input type="checkbox"/> 45 |
| 2 | Definitely not | | | |
| | | <u>Satisfactory</u> | | <input type="checkbox"/> 46 |
| | | <u>X's reaction - predom</u> | | <input type="checkbox"/> 47 |
| | | severe | | <input type="checkbox"/> 48 |

X's reaction

- 0 No marked reaction
- 1 Initial mild distress only
- 2 Initial intense distress
- 3 Mixed; variable (some prolonged)
- 4 Prolonged, mild distress
- 5 Prolonged intense distress

If applicable:

When you are at work, who looks after X?

Are the arrangements satisfactory?

Who looked after him when you worked in the past?

Were the arrangements satisfactory?

EMOTIONAL AND/OR BEHAVIOUR DIFFICULTIES

Now, I would like to ask in a little more detail about X's behaviour and feelings.

Do you think that he has any behaviour or emotional difficulties ?

IF YES, ASK THE FOLLOWING QUESTIONS ABOUT THEM

(IF NO, GO ON STRAIGHT TO THE NEXT SECTION)

Do you think that the difficulties are more than most boys of his age have ?

What sort of difficulties has he got ?

(Get a listing only, do not probe for details. After parent stops, ask "Does he have any other difficulties" until parent says NO)

What do you think these difficulties might be due to ?

(Write down parents answer verbatim as far as possible. Encourage the parents to offer an opinion but do not give specific probe)

Have you gone to anyone for help or advice about these difficulties ?

If YES; Who did you see/where did you go ?

When ?

Who suggested that you see ... ?

Do you feel that you need any more help than you are getting ?

If NO; Do you feel that you need or would like help or advice from anyone about X's difficulties?

EMOTIONAL/ BEHAVIOURAL DIFFICULTIES (Rate from Po-10 information)

CARD 2

Number of difficulties:

- 0 None
1 One etc. - 6
7 7 or more

☐ 49

Degree of difficulty

- 0 None
1 Dubious or trivial
2 Slight but definite problems
3 Definite and marked problems
4 Not known

☐ 50

Advice sought

- 0 None
1 From family, friends
2 G.P.
3 Specialists
9 N.A.

☐ 51

How may I ask you in a bit more detail about the behaviour or difficulties you have mentioned.

FOR EACH PROBLEM, ASK: What exactly does he do? Could you please describe it for me?

Example
Severity
Frequency
Course over last year
Precipitants
Ameliorating factors
Date of onset
Situation(s) where shown
What parents do about it

PROBLEM 2

Description
Example
Severity
Frequency
Course over last year
Precipitants
Ameliorating factors
Date of onset
Situation(s) where shown
What parents do

PROBLEM 3

Description
Example
Severity
Frequency
Course over last year
Precipitants
Ameliorating factors
Date of onset
Situation(s) where shown
What parents do

PROBLEM 4

Description
Example
Severity
Frequency
Course over last year
Precipitants
Ameliorating factors
Date of onset
Situation(s) where shown
What parents do

CARD 2

I should like to ask now whether he has had any of a number of other HEALTH or BEHAVIOUR problems often shown by boys of his age?

(Proceed with list of items but do not ask items already covered. Question fully to obtain as detailed as possible an account of the behaviour in question.)

PROBE on Where shown

Severity

Frequency

Onset date

Precipitants

Systematic Questioning on Problems

Code: 0 Absent

- 1 Dubious or slight problems
- 2 Definite but moderate problem
- 3 Definite and marked problem

Current problem = in the last 6 months

1. Does X ever have stomach aches ?	YES/NO	Headaches ?	YES/NO	1. Stomach aches (headaches)	<input type="checkbox"/> 52
If YES: What time of day does he get them ?					
Does he get them more at weekend of during the week ?					
(Probe to distinguish physical/emotional precipitants)					
Does he vomit ?					
2. Does he ever wet his bed ?	YES/NO			2. Bed-wetting	<input type="checkbox"/> 53
If NO: Does he ever have any accidents ?					
When did he stop wetting the bed at night ?					
If YES: How often does he wet the bed ?					
Has he always wet the bed ... or when did he start again ?					
What is the longest period he has been dry ?					
3. Does X ever wet his pants? OR: Are there ever any day time accidents	YES/NO			b. If wet now, has X ever been dry for 3 months or more	<input type="checkbox"/> 54
If YES: How often does he wet his pants ?					
Has he always wet his pants ?					
If NO: When did he start doing that again ?					
What is the longest period he has been dry ?					
When did he stop wetting in the daytime ?					
Has he ever had accidents since then ?					
If YES: Probe					
				3. Wet pants	<input type="checkbox"/> 55
				b. First dry: 1 before 3 years old 2 after 3 years old 3 never	<input type="checkbox"/> 56
				3b.	

CARD 2

4. Does he ever soil himself ? YES/NO
 IF NO: When did he stop soiling himself in the daytime ?
 If YES: Has he always soiled himself?... or when did he start again?
 What is the longest period he has been clean ?
 Are there actual pieces of motion in his pants or is it just staining ?
5. Are there any difficulties with gaiting ?
 If NO: Are there any things he won't eat ?
 If YES: What sort of difficulties ?
 What things won't he eat ?
 What happens if you try to persuade him to eat these things ?
6. Does X feed himself at mealtimes ? YES/NO
 Probe to find out whether the child can feed himself or not and if he can whether he does this habitually or not.
7. Does X have any difficulties with sleeping ? YES/NO
 Does he have any difficulty getting off to sleep ?
 PROBE: How long does he take to go to sleep ?
 What happens at bedtime ?
 Does he ever wake in the night ?
 Does he scream in the night ? or come into your bed ?
 Does he ever have nightmares or wake up with bad dreams ?
 Does he ever walk in his sleep ?
8. How active do you think X is ?
 Would you say that he was more active or restless than other boys of his age or not ?
 If YES: How does he show it ?
 Will he stay still if expected to (eg. at mealtimes or on a bus) ?
 Can he stay still if he is doing something he is interested in ?
 (eg. watching TV or playing a quiet game)
 How long can he stay still for ?
 If child is unable to stay still, ASK:
 Does he get upset if he is forced to be still even for a little while ?
9. What is his concentration like ? How long will he spend doing something he likes ? (Ask this only if it is unclear from question 8)

4. a. Soils

b. Bowel control

- 1 before 3 yrs
- 2 after 3 yrs
- 3 never

5. Eating

6. Feeding self

7. a. Sleep

b. Where X sleeps (Also see pg. 2)

- 1 Always in own bed
- 2 Sometimes with sib, other
- 3 Sometimes with parents
- 4 Often with parents

8. Activity

9. Concentration

4a.

☐ 57

b.

☐ 58

5

☐ 59

6

☐ 60

7a.

☐ 61

7b.

☐ 62

8.

☐ 63

9.

☐ 64

Pc 13

P 13

CARD 2

10. Has he a fidgety child ? YES/NO
- If YES: Do you think he is more fidgety than children of his own age ?
 How does he show it ?
 When does he fidget ?
 Are there times when he doesn't fidget at all ?
11. Does he suck his thumb ? ... Or does he suck anything else like his clothes or other things ? YES/NO
- If YES: What does he suck ?
 How often ?
 Does he tend to do it at any particular time ? (eg. on going to bed, or when worried)
 When did he start doing it ?
12. Does he bite his nails ? ... Or other things YES/NO
- If YES: What does he bite ?
 How often ?
 Does he bite his nails right down ?
 Does he tend to do it at any particular time ?
 When did he start to do it ?
13. Does I have any other habits, such as banging his head (day or night) ?
 OR picking at his clothes,
 OR mannerisms like eye blinking or twitches ?
 OR rocking while standing ?
 OR rocking at night ?
 OR masturbating a lot ? OR any other sexual problems ?
- If YES: PROBE:
 What does he do ?
 How often ?
 When did it start ?
 Does it happen all the time or at a particular time only ?

10. Fidgety

10. ☐ 65

11. Thumb sucking

11. ☐ 66

12. Nail biting

12. ☐ 67

13. Habits - any

13. ☐ 68

Rocking - at night

☐ 69

Rocking - by day

☐ 70

Tics, twitches

☐ 71Masturbation
other sexual behaviour☐ 72

Picking at things

☐ 73

14. Is X generally a <u>happy</u> child or is he <u>tearful</u> and miserable a lot of the time ?	14. Happy/tearful	14.
If <u>Happy</u> , <u>FROM</u> :	b. Usually cries if	14b.
Is this at particular times or generally ?	1 distressed, hurt, very tired (tearful, not angry)	
Are there special reasons for his tearfulness ?	2 angry, frustrated, can't get own way	
How do you deal with it ?	3 both	
Is he easy to comfort or does he go on crying for a long time ?	c. Easy to comfort	14c.
If <u>Happy</u> , <u>ASK</u> :	1 YES	
When he does cry, what are the reasons ?	2 Variable	
How do you deal with him ?	3 NO	
Is he easy to comfort when he gets distressed or not ?	15. Worries	15.
What is the best way of comforting him ?		
15. Does he get <u>worried</u> easily ?	16. Fears	
If <u>YES</u> :		
What sort of things does he worry about ?	Insects, animals	
How often does he get worried ?	Dark	
How does he show it ?	Alone at night	
Has he always been like this ?	Thunder	
If <u>NO</u> : When did he start to be a worrier ?	Buses etc.	
16. Does he get worried or <u>frightened</u> in certain situations ?		
OR: Are there any special things that frightened him ?	Crowds	
<u>FROM</u> For :	New people, places	
dog, other animals, insects, the dark, thunder,	School	
being left alone when doing to bed at night, buses or other vehicles, being in a crowd or supermarket, meeting new people, going to new places, going to school, any others;	Other	
If <u>YES</u> : <u>ASK</u> for details:-		
How does he show it ?		
Has he always been like this ?		
If <u>NO</u> : When did he start to be frightened ?		
How do you deal with it ?		
What stops his fearfulness ?		

Po 15

CARD 3

17. ☐ 17.

17. Fussy

17b. ☐ 18.

Rituals

18. ☐ 19.

18. Temper tantrums

19. ☐ 20.

19. Destructive

20. ☐ 21.20. Other
(Record)17. Does he tend to be over fussy about things ?

... like having clean hands

... or having to put his clothes on in a certain way

... or a clean plate

... anything else ?

If YES: In what way ?

FROM: for description, severity, duration.

Are there things he insists on doing only in a special way ?

What things ?

If YES: FROM: for details

18. Does he have temper tantrums ?

If YES: What are they like ?

Does he scream ?

Lay on the floor ?

Break things ?

How often ?

How long do they last ?

What seems to bring them on ?

How do you deal with them ?

Do you think he has more temper tantrums
than other children of his age ?If NO: What does he do if he can't get his own way or
something he wants ?19. Is he ever destructive ?

If YES, How ?

Does he seem to do it deliberately ?

Whose things does he damage ?

How often does it occur ?

20. Any other difficulties?

P 16

Po 16

SPEECH AND LANGUAGE

I would like to ask you a bit about X's language development.

1. When did he begin to use single words ?
2. When did he begin to use two or three words sentences ?
3. Does he have any difficulties with his language now ?

If YES: What kind of difficulties ?

4. Is his speech clear or easy to understand ?
 - If NO: Why is it difficult to understand him ?
- PROBE for kind of difficulty;

ASK: How long has it been a difficulty ?
 When did it start ?
 Is it getting easier for you to understand him or not ?
 Do the family understand him ?
 Can other people understand him ?

5. Is he a child who chats a lot or not ?

PROBE - Does he talk as much as other children of his age, more or less ?

6. Does he stammer or stutter ?

If YES: What is it like ?
 Does he do it always or only sometimes ?
 How often ?
 When is it better ?
 What makes it worse ?
 When did it start ?

7. Does he have any other difficulties with speech or language ?

If YES: What is it like ?
 Has he always had it OR When did it start ?
 When is it worse ?
 When is it better ?

SPEECH AND LANGUAGE

CURRENT:

Delayed comprehension ☐ 22

Delayed expressive language ☐ 23

Articulation ☐ 24

Stammer, stutter ☐ 25

HISTORY of delayed comprehension

Expressive language ☐ 26

Articulation ☐ 27

Stammer, stutter ☐ 28

☐ 29

CARD 3

P 17

Po 17

PLAY AND OCCUPATION

When X is not at nursery school, what is his favourite activity or play ?

What else does he like to do ?

Probe for the range of things that X does, and his favourite activities.

eg. indoor games:

construction, leggo

puzzles

imaginative play

running around noisy games

helping

T.V.

reading, looking at books

drawing, creative work

Outdoors:

on bikes

swings etc.

ball games

running around, noisy games

imaginative play

PLAY AND OCCUPATION

Does: 0 Never, rarely

1 Sometimes

2 Often

3 Favourite, by far

8 IX

INDOOR PLAY:

Construction

imaginative play

reading, drawing

mess about, rough

and tumble, unspec-

ified play

TV, radio

OUTDOORS:

rough & tumble

on bikes, swings etc

imaginative play

With whom:

0 Can and does play alone

1 Seldom plays alone, no opportunity (sibs always there)

2 Cannot play alone

Prefers to play: 0 alone

(ie. mostly plays:)
1 equally on his own, with others (family only)

2 equally on own, with others (fam. & friends)

3 with others (family only)

4 with others (family and friends)

With Parents

Activity

Does he play on his own at all ?

Probe: Can he play on his own ?

Does he enjoy this ?

Does he prefer to play on his own or with others ?

Who does he like to be with ?

Does: 0 Never

1 Occasionally

2 Often

3 Often and regularly

8 IX

9 NA

At home:

games, play

special games, play

reading to X

drawing, writing etc.

household - helping

gardening, building

being told, messing

about, talking, rough

and tumble

Out: park, swings, bikes, ball

games, swimming etc.

outings - museums, plays

spectator sports etc.

visiting relatives/friends

CARD 3

30

31

32

33

34

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38

39

Mother Father

40

41

42

43

44

45

46

47

48

49

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61

Does he play or do any other things with you (mother) ?

When do you do things together ?

Probe for frequency, regularity of joint activity.

What kind of things ?

Probe for games

reading

domestic chores

outings

Do X and his father spend time together at all ?

When ?

Daily ?

At weekends only ?

What do they do together ?

List activities:

Do you do things together as a family ?

What ? Activities at home

Outings

Visits to relatives/friends

How often ?

Time with mother:

- 0 No regular or irregular activity
- 1 Occasionally read/play
- 2 Often read/play together (2-3 times a week; or briefly every day)
- 3 Usually read/do something together nearly every day
- 4 Always do something daily

Sib(s) included: 0 Never, rarely

1 Sometimes

2 Usually

3 Always

8 IX

9 MA

With Father:

- 0 Seldom sees, rarely do things together
- 1 Sees at weekends only; little time together
- 2 Sees only at weekends; spend lot of time together
- 3 Sees mainly at weekends, briefly in am/evening
- 4 Sees for 1hr plus on most weekdays, as well as weekends
- 5 Sees much more often than 4

Sib(s) included: 0 Never, rarely

1 Sometimes

2 Usually

3 Always

8 IX

9 MA

Family

- 0 Seldom do things together
- 1 Occasional joint activities, outings
- 2 Frequent joint activities eg. in hole, occas. weekends
- 3 Regular, approx. weekly joint activities

CARD 3

☐ 62

☐ 63

☐ 64

☐ 65

☐ 66

If X has no sibs, omit this section

RELATIONSHIP WITH SIBS

How I'd like to ask a bit about how X gets on with his brothers and sisters (as appropriate).

If X has more than one sib, ASK:

Is X closest to any one of his brothers or sisters?

If YES: begin asking about the relationship with this sib first. Ask all the following questions in relation to each sib.

Sib's Name:

Age:

How well does X get on with Y?

Do they get on as well as most brothers (and sisters) of this age, better or less well?

How much time do they spend together in the day?

PROBE to clarify whether most of time; if not, who's choice to do other things.

Is this by themselves or with others too?

If others: who else?

What do they do together?

What do they mostly play together? What sort of games or play?

Probe and record: Indoor games -

passives (eg. lotto)
symbolic play (dolls, cars etc.)
books, drawing
other, specify

Outdoor games -

swings etc.
messing about
other, specify

How do they decide what to do together?

Probe: Who usually makes suggestions, or organizes the game?

Does the other go along with that?

How long can they play without direct supervision from you or anyone else?

Do you need to keep an eye on them most of the time?

Why is this?

SIBS

1 eldest, 2 second etc.

to 7 = 7+ 8 IX

Sex: 0 male

1 female

Age: years

Parents' perception of how they get on:

0 very well, close 2 OK, not much warmth

1 average 3 'love-hate'

4 Non-stop friction

Time spent together:

0 very little, family routines only

1 at weekends only

2 weekends and some time during week

3 some time almost daily

4 most of their free time

Joint play/activities:

0 No

1 Yes

2 A lot, favourite

constructional

imaginative/symbolic play

rough & tumble
chasing, ball
games.

books, teaching

drawing, puzzles

games eg. lotto

T.V.

messing about,
talking, unspec-
ified play
Other

Leadership

0 X almost always leads, suggests

1 X usually leads

2 equally - alternative and/or jointly decide

3 sib usually leads

4 sib almost always leads, suggests

Supervision needed:

0 very little

1 considerable

Reason:

0 mischievous, no sense of danger

1 squabbling/fighting

2 both

SIB 1

Ordinal
position

Sex

Age

CARD 4

Squabbles and FightsKind of conflict

- 0 squabble mildly only
 1 squabble intensely
 2 odd hits, bites etc, mainly squabbling
 3 fight as well as squabble
 4 squabble and fight fiercely

☐ 25

Predominant

Kind:

☐ 26

Peak

Codes for Squabbles and Fights: (Predominant)SQUABBLESa. Frequency:

- 0 seldom
 1 occasionally (less than 1-2 week)
 2 often (2-3 times a week)
 3 frequently (daily)
 4 almost always; when together

☐ 27

a. Frequency:

☐ 28

b. Intensity

☐ 29

c. When

☐ 30

d. Begin

☐ 31

e. End

b. Intensity:

- 0 mild
 1 average, moderate
 2 very heated, fraught

c. When

- 0 In play only - sharing, wanting same toy
 1 Also at other times eg. meals
 2 Most situations of sharing, turn-taking
 3 Any opportunity

d. Begin:

- 0 Usually I starts
 1 Either/both start equally
 2 Sib usually starts

e. End:

- 0 Sort out themselves
 1 Either child comes to parent/adult
 2 Parent intervenes 3 Mixture of 0, 1 &/or 2

FIGHTS☐ 32

a. Frequency

☐ 33

b. Intensity

☐ 34

c. When

☐ 35

d. Begin

☐ 36

e. End

JEALOUSY

- 0 None
 1 Mild, 'normal'
 2 Considerable
 3 Intense jealousy

Shown by:

- 0 I
 1 Sib
 2 Both
 3 MA/none

Causes:

- 0 Material equality/sharing
 1 Parental attention/affection
 2 Both

Duration:

- 0 Recent (past 2-3 mths)
 1 At least 6 months
 2 6 mths - 2 yrs.
 3 Over 2 years

☐ 37

Amount:

☐ 38

By:

☐ 39

Causes:

☐ 40

Duration:

How much do they squabble or argue?

Can you describe the last time they squabbled? Record

If unclear from description, ASK:

What do they squabble over? List all areas of squabbles.
 eg. in play

How serious are these squabbles?

How do you think they start?

Does one of the children usually start them or do they do that equally?

How do the squabbles end?

What, if anything, do you try to do about them?

Does that usually stop them?

Do they ever come to blows or have fights?

If YES: How does this happen?

Describe the last fight they had?

If necessary, PROBE:

Are these fights "playful" or "serious"?

How serious do you think these fights are?

Do they ever hurt each other or end up crying?

Do you need to intervene to stop them?

How often?

How do the fights start?

If unclear, probe to see whether one child usually provokes the other.

How do the fights usually end?

What if anything do you try to do about them?

Compared with six months ago, do you think they fight more often, about the same or less often than they used to?

Is either child jealous of the other?

If YES: Who is?

How does it show?

When did it start?

How does X/Y react to the jealousy?

2. Sib's name: Age

How well does X get on with Z ?

Do they get on as well as most brothers (and sisters) of this age, better or less well ?

In what ways do they get on less well, (or better) than X gets on with Y (first sib) ? [and other sibs].

Probe: Play less

Squabble, fight more

How much time do they spend together in the day ?

QUESTION AS FOR FIRST SIB:

Do together :

Leadership :

Supervision :

Squabbles and fights: - which:

Squabbles: How often :

When:

How they begin:

End:

Fights: How often

When:

How they begin:

Ends:

Jealousy: Amount :

Shown by :

Reason :

Durations:

Codes as for 1st sib

Ordinal position
41
Sex
42
Age
43/44
How they get on
45
Time together
46

Play/activities

constructional
imaginative/symbolic play
rough & tumble,
chasing, ball games
books
drawing, puzzles
games, eg. lotto
T.V.
messing about/talking
unmodified play
other

Leadership

Supervision - amount
- reason

SQUABBLES and FIGHTS

Predom.
Kind Peak

Squabbles: a. Frequency

b. Intensity

c. When

d. Begin

e. End

Fights:

a. Frequency

b. Intensity

c. When

d. Begin

e. End

Jealousy:

Amount

By

Cause

Duration

3. Sib's name: Age

How well does X get on with Z ?

Do they get on as well as most brothers (and sisters) of this age, better or less well ?

In what ways do they get on less well, (or better) than X gets on with Y (first sib) ? [and other sibs].

Probe: Play less

Squabble, fight more

How much time do they spend together in the day?

QUESTION AS FOR FIRST SIB:

Do together :

Leadership :

Supervision :

Squabbles and fights: - which:

Squabbles: How often:

When:

How they begin:

End:

Fights: How often

When:

How they begin:

End:

Jealousy: Amount:

Shown by:

Reason:

Durations:

Codes as for 1st Sib

Ordinal position
Sex
Age
How they get on
Time together

Play/activities

imaginative /symbolic play
rough & tumble,
chasing, ball games
books
drawing, puzzles
games, eg. lotto
T.V.
messing about, talking
unsupervised play
other

Leadership

Supervision - amount
- reason

SQUABBLES and FIGHTS

Kind Peak
Predom.

Squabbles: a.Frequency

b.Intensity

c.When

d.Begin

e.End

Fights:

a.Frequency

b.Intensity

c.When

d.Begin

e.End

Jealousy:

Amount

By

Cause

Duration

How well does X get on with Z ?

Do they get on as well as most brothers (and sisters) of this age, better or less well ?

In what ways do they get on less well, (or better) than X gets on with Y (first sib) ? [and other sibs].

Probe: Play less

Squabble, fight more

How much time do they spend together in the day ?

QUESTION AS FOR FIRST SIB:

Do together :

Leadership :

Supervision :

Squabbles and fights: - which:

Squabbles: How often:

When:

How they begin:

End:

Fights: How often:

When:

How they begin:

End:

Jealousy: Amount:

Shown by:

Reason:

Duration:

Codes as for 1st Sib

Ordinal position	<input type="checkbox"/> 42
Sex	<input type="checkbox"/> 43
Age	<input type="checkbox"/> 44
How they get on	<input type="checkbox"/> 45
Time together	<input type="checkbox"/> 46
Play/activities	<input type="checkbox"/> 47 <input type="checkbox"/> 48 <input type="checkbox"/> 49 <input type="checkbox"/> 50 <input type="checkbox"/> 51 <input type="checkbox"/> 52 <input type="checkbox"/> 53 <input type="checkbox"/> 54 <input type="checkbox"/> 55 <input type="checkbox"/> 56
Supervision - amount - reason	<input type="checkbox"/> 57 <input type="checkbox"/> 58
Squabbles and fights	<input type="checkbox"/> 59 <input type="checkbox"/> 60 <input type="checkbox"/> 61 <input type="checkbox"/> 62 <input type="checkbox"/> 63 <input type="checkbox"/> 64 <input type="checkbox"/> 65 <input type="checkbox"/> 66 <input type="checkbox"/> 67 <input type="checkbox"/> 68 <input type="checkbox"/> 69 <input type="checkbox"/> 70 <input type="checkbox"/> 71 <input type="checkbox"/> 72 <input type="checkbox"/> 73 <input type="checkbox"/> 74

How does X get on with the baby ?

Does X show any interest in the baby ?

How does he do this ?

How much time do they spend together ?

Does he try to help with the baby ?

If YES: What does he do ?

If NO: Why is this ?

Does he play with the baby ?

What do they do together ?

Do you always have to be there, or can he be trusted with the baby ?

Is he jealous of the baby ?

If YES: How does he show this ?

Has he always been jealous of the baby ?

Is he spiteful towards the baby ?

What does he do ?

When ?

IF X HAS MORE THAN ONE SIB, ASK:

How much time do all the children spend together ?

How do they get on with one another ?

- at play

- at mealtimes

- at other times

Is there any jealousy between them ?

If YES: Who shows it ?

How does he/she show it ?

When did it start ?

How does X/Y react to the jealousy ?

(code as for sibs, unless otherwise indicated)

Age (mths)

Sex

How get on

Time tog.

Parents perception of how they get on:

Same scale as for sib - pg Pc11

Time together same scale as for sib - pg Pc11

Spend time together on these activities

- 0 Never/rarely
- 1 Occasionally (less than once a week)
- 2 Often (3-4 times a week)
- 3 Frequently (nearly daily)

Activities

shows interest,
curiosity,
plays with, tries to
entertain
helps with bath,
feeds etc.

Supervision needed:

- 0 Can be trusted to be careful
- 1 Accidentally hurts baby sometimes
- 2 Some deliberate hurting
- 3 Frequently hurts baby on purpose

Emotions:

- 0 Fond, affectionate
- 1 Neutral, no strong positive or negative feelings
- 2 Mixed feelings; mild jealousy
- 3 Mixed feelings, intense jealousy

Jealousy:

- 0 Never
- 1 When born, first few months; in past, NONE NOW
- 2 Persistent jealousy - but less
- 3 Jealousy same
- 4 Jealousy has increased

TWO or more sibs (i.e. as group of 3+)

Time together:

- 0 None
- 1 Some
- 2 Most, a lot

Get on:

- 0 Very well
- 1 Average
- 2 Not very well - lots of squabbles, bickering
- 3 Very badly - constant squabbling, fights, jealousy

Who shows most jealousy:

- 0 Old. sibling or very little
- 1 Older sib
- 2 Younger sib
- 3 X
- 4 All show jealousy to others

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RELATIONSHIP WITH PARENTSMother

Mother's perception of how she and I get on

- 0 Exceptionally well
 1 Very well
 2 OK
 3 Badly or moderately intense love-hate relationship (by Ma &/or X)
 4 Dreadfully or extreme love-hate relationship, by Ma &/or X.

Affection

- 0 Very affectionate
 1 Affectionate
 2 Not very affectionate
 3 Rarely affectionate

Listens

- 0 Very compliant, good
 1 Average - usually compliant, but sometimes is not
 2 Usually needs several instructions or some nagging
 3 Seldom listens, even after repeated instruction or nagging

FATHER

Mother's (and Father's if present) perception of how he and I get on

- 0 Exceptionally well
 1 Very well
 2 OK
 3 Badly
 4 Dreadfully

Affection

- 0 Very affectionate
 1 Affectionate
 2 Not very affectionate
 3 Rarely affectionate

Listens

- 0 Very compliant, good
 1 Average - usually compliant, but sometimes is not
 2 Seldom listens/obeys first time
 3 Seldom listens, even after repeated instruction or nagging

Comparative attachment

- a. 0 Much closer to Mother
 1 A bit closer to mother
 2 Equally close to both parents (but maybe in different ways)
 3 A bit closer to father
 4 Much closer to father

- b. 0 Always so and in this direction
 1 More marked difference when X younger 8 Don't know
 2 Less marked difference when X younger 9 M/A
 3 Switch - bit closer to other parent when younger
 4 Switch - much closer to other parent when younger

MOTHER

Is he an affectionate child or does he tend not to show his feelings?

In what ways does he show affection towards you?

Is he a child who responds readily to instructions or not?

Can you give an example?

What happens when he does not listen to you?

PROBE for how mother deals with it

forms of discipline

consistency

how often discipline is needed

FATHER

(For FATHER living at home; or anyone in this role - ie social father at least 6 months standing)

How does I get on with your husband (his father/X)?

Is he affectionate towards him?

How does he show his affection?

Does he listen when your husband (Y) asks him to do something?

or tells him not to do things?

What happens when X does not listen to him?

What does your husband (Y) do?

PROBE for how father deals with it:

forms of discipline:

consistency:

how often discipline is needed

Do you think X is closer to either you or your husband (Y)?

If CLOSER TO ONE; Which one?

Why?

Is he much closer to you/him?

How does he show this?

If UNCLEAR: If you are both there, who will he usually go to if he's upset?

☐ 23☐ 24☐ 25☐ 26☐ 27☐ 28☐ 29☐ 30

DISCIPLINE

If UNCLINAR from above, ASK:

Nearly all children need discipline at some time or another.

Do you and your husband agree about ways of dealing with X when he is being naughty?

Do you think you have major disagreements about how you should deal with X or not?

What do you do?

If AGREED, ASK:

Do you agree about whether what he does is naughty?

Do you agree about what you should do when he's naughty?

Who mainly does the disciplining?

How often does X need disciplining?

If DISAGREED, ASK:

How do you and your husband deal with these differences in your views?

How do each of you deal with these situations?

What happens when you are both there?

PROBE: Who deals with X usually?

Do you allow Y to deal with X on his own?

Does your husband (Y) allow you to deal with X on your own?

Do you argue about what to do?

- at the time?

- afterwards?

Has it always been like this?

If NO: When did it start?

Have your disagreements become worse or better over the past year?

I suppose all parents get irritable with their children sometimes - I mean snappy or fly off the handle. How often would you say you are like that with X?

Can you give an example?

What about the last time it occurred?

What sort of things make you irritable with him?

Is it always because of what he's done or sometimes because of other reasons?

What reasons?

When it happens do you find you lose control a bit?

DISCIPLINETYPE

Used - with this child, each type is used:

- 0 Never, rarely
1 Occasionally - (less than weekly)*
2 Quite often (3-4 times a week)
3 Very often (nearly or) daily
4 Frequently (at least 2+ times a day)
8 IK
9 MA

*approximate frequencies. Parent may have bouts of disciplining more or less often. Judge average. Try to indicate relative use of different forms of discipline if this is appropriate.

CONSEQUENCE - in discipline, expectations of behaviour

- 0 Extremely consistent, rigid
1 Average, some variability
2 Fairly inconsistent
3 Chaotic
8 IK
9 MA

Main disciplinarian

- 0 Almost exclusively Mother
1 Usually mother
2 Whoever is there, mainly mother
3 Whoever is there, both equally
4 Whoever is there, mainly father
5 Usually father
6 Almost exclusively Father
8 IK
9 MA

AGREEMENT BETWEEN PARENTSa. Extent

- 0 Nearly full agreement
1 Mild disagreement
2 Serious disagreement
3 Disagree completely
8 IK
9 MA

Standards - expectations of child
Discipline - methods, and use
Who disciplines

UNCLINAR

By Mother

31 ☐
32 ☐
33 ☐
34 ☐
35 ☐

36 ☐
37 ☐

By Father

38 ☐
39 ☐
40 ☐
41 ☐
42 ☐

43 ☐
44 ☐

45 ☐
46 ☐

47 ☐

48 ☐
49 ☐

50 ☐

Does it ever come to more than that ? PROBES: Do you ever smack him ? When ? How much ?	1 Too harse 9 NA - only if Code for a) is 0; OR only one parent views other as too soft, harsh or inconsistent Resolution of disagreement (Code for style even if parents do not have major disagreements) 0 Discuss and reach agreement, away from child 1 Discuss, no agreement - away from child 2 Discuss, argue in front of child - reach agreement 3 Discuss, argue in front of child - don't reach agreement 4 No attempt to resolve 5 Mixed, (4 + any other) 6 No gives in for sake of peace Perceived change in extent of agreement (I - over past 6 mths) (Code even if parents do not have major disagreements) 0 Improvement 1 Same 2 Increased disagreement	0, 1, 2 etc Father 52
Do you ever feel out of control ? If YES: What do you do then ? If NO: How do you manage not to be ? How do you feel inside when you get very cross with X ? How long does it go on for ? What do you do about it ?		53
What about your husband (Y) ? How often does he get irritable or cross with X ? Can you give an example ? What about the last time it occurred ? What sort of things irritate your husband ? Is it always because of what X has done or sometimes for other reasons ? What reasons ? What happens when your husband (Y) loses control ? Does he yell at X ? Does it ever come to more than that ? PROBES: Does he smack X ? When ? How much ? Does he ever feel out of control ? If YES: What does he do then ? If NO: How does he manage not to be ? How does your husband feel inside when he gets very cross with X ? How long does it go on for ? What does he do about it ?	<p>CONTROL</p> <p>a) <u>Feelings of irritability and control in discipline</u> (See separate notes)</p> <p>0 Never/rarely excessively irritable or out of control 1 Sometimes unduly irritable, not out of control (1 x wk; occasional bouts) 2 Often unduly irritable; not out of control (up to 3-4 times a week; frequent or longer bouts) 3 Frequently, very often unduly irritable but not out of control (nearly daily to several times a day) 4 Feel out of control but copes without harming X, OR is stopped by other who fears parent is out of control 5 Loses control with X</p> <p>b) <u>Reasons</u> (Predominant)</p> <p>0 Child is excessively irritating, stubborn, difficult 1 Child behaviour + specific stress, tired (incl prem for Ma) 2 Child behaviour + parent out of sorts for no particular reason 3 Mixed - 0, 1 and/or 2 AND 4 4 Parent tired, stressed only; minimal child provocation</p> <p>c) <u>Mother only:</u></p> <p>0 Not related to premenstrual tension 1 Only with premenstrual tension 2 Premenstrually and at other times</p> <p>d) <u>Cope mainly by:</u></p> <p>0 Separating self and child (no shouting, yelling) 1 Shouting only/mainly 2 Smacking often; may shout first 3 Mixture of 0, 1 and 2 4 Harsh physical punishment, as well as any of other above methods 8 IX 9 VA</p>	<p>Mother Father</p> <p>55 59</p> <p>56 60</p> <p>57</p> <p>58 61</p> <p>Why?</p> <p>FMT</p> <p>Cope by</p>

Coding Note on Pc27, Card 6, no 55 and 59)

IRRITABILITY AND CONTROL

This section attempts to assess how far each parent feels that their discipline is beyond what the child's behaviour merits in terms of their own norms of discipline, i.e. excessive punishment, yelling, because of how parent feels - either 1) because of escalation due to the child not responding to earlier 'reasonable' requests/punishment - or 2) because parents are feeling out of sorts and react more harshly than they would otherwise

a) amount of irritation and extent of feeling out of control. (NB This may be better in 2 scales in any/or further work or in a larger study)

0 Never/rarely out of control, or unduly irritated in relation to child. Parent seems able to control irritability and maintain usual standards and methods of discipline. Never loses control

1 Sometimes more irritable than the occasion warrants. This occurs less than weekly, or in patches that are fewer than 2-3 times a month. Never escalates to being out of control

2 Often up to several times a week, or in frequent and longer spasmodic bouts than in 1. No loss of control though may have feelings of helplessness and anger

3 Very often - irritable daily or several times a day. If spasmodically, few days go by without considerable irritability. No loss of control

4 High level of tension at times, parent feels more than irritable and has difficulty remaining in control of self

5 Parent loses control to the point of excessively and harshly physically punishing child

How parent feels afterwards

- 0 No negative feeling
1 Bit guilty
2 Very guilty
8 DK
9 NA

Feel

☐ 62 ☐ 64

Resolves feelings by (Predominant pattern)

- 0 Doing nothing, feelings pass quickly
1 Doing nothing, feelings pass after a while
2 'Make up' by giving in to child
3 Explain/apologise to child, and retribute (gives treats etc)
4 Explain/apologise to child, without retribution (may make sure to be nice to child for good behaviour soon after incident)
5 Mixed, variable

☐ 63 ☐ 65

Parenting pattern

a. Child-parent centred

- 0 Child centred
1 Mixed
2 Parent centred

☐ 66 ☐ 70

PX

- b. 0 0 Demanding, controlling - effective
1 1 Demanding, controlling - ineffective, or mixed effect
2 2 Mixture of being demanding & undemanding; effect usually mixed too
1 3 Undemanding, low control
0 4 Undemanding; effective control

☐ 67 ☐ 71

Conflict-resolution - between parent and child

a. Degree of conflict

- 0 Shared goals; seldom in conflict
1 'Average' conflicts
2 Frequent conflict

☐ 68 ☐ 72

- b. Balance of conflict resolution (Code for everyone, regardless of amount of conflict. Interested in style of conflict resolution)
PX 0 Shared goals; seldom need resolution
1 1 Balanced (bargained) solutions - discuss and reach compromise acceptable to both; parent reasons with X and X complies
2 2 Parent goals prevail - X does what parent wants
1 3 Child goals prevail - parent 'gives in' to child
0 4 Mixture of 2 & 3 (and 1)

☐ 69 ☐ 73

Mother Father

P 28

IF ANYONE ELSE LIVES AT HOMEASK the following questions in relation to EACH person:A. ADULTS

How much contact does I have with Y ?

Do they simply meet at mealtimes
or spend time doing things together ?

Do they meet as part of a larger group,

or do they do things together on their own too ?

What ?

How often ?

How do they get on together ?

PROBE: Are they friendly to each other ?

or not interested, neutral ?

or actively argumentative or quarrelsome ?

OTHERS LIVING IN THE HOMEA. ADULTSWho

- 0 Grandparent
1 Other 'grandparent' generation
2 Other relative
3 Share home with
4 Lodger - long term
5 Lodger - short term (under 2 months)
6 Visiting relative (over 3 weeks)
7 Nanny - or other caretaker, in own home or elsewhere
8 IK
9 NA/none

Sex

- 0 Male
1 Female
9 NA

Duration

- 0 Less than 2 months
1 Up to 6 months
2 6-12 months
3 1-2 years
4 Over 2 years
8 IK
9 NA

Contact

- 0 Rarely meet
1 See at meals only
2 Share some family life
3 Spend time together on own -
leisure, domestic
4 As integral part of family
8 DK 9 NA

Quality of relationship

- 0 Close, warm
1 Mainly friendly
2 Neutral, not especially involved
3 Mainly negative, quarrelsome
4 Discordant, hostile
8 IK
9 NA

Quality of relationship for any additional
adults living at home. (Use scale above)

Adult 3

Adult 4

☐ 7 ☐ 12

☐ 8 ☐ 13

☐ 9 ☐ 14

☐ 10 ☐ 15

☐ 11 ☐ 16

☐ 17

☐ 18

P 29

B. CHILDREN

Question as for adults in relation to each child.

Who

Duration

Contact

Quality of relationship

<u>Who</u>		<input type="checkbox"/> 19	<input type="checkbox"/> 26
0 Foster child			
1 Relative (eg. cousin)			
2 Families share home			
3 Visitor			
4 Other			
8 IX			
9 NM/none			
<u>Sex</u>		<input type="checkbox"/> 20	<input type="checkbox"/> 27
0 Male			
1 Female			
9 NA			
<u>Age</u>		<input type="checkbox"/> 21	<input type="checkbox"/> 28
0 0-12 months			
1 1-3 years			
2 3-5 years			
3 5-9 years			
4 9-12 years			
5 12-16 years			
8 IX			
9 NA			
<u>Duration</u>		<input type="checkbox"/> 22	<input type="checkbox"/> 29
0 Less than 2 months			
1 Up to 6 months			
2 6-12 months			
3 1-2 years			
4 Over 2 years			
<u>Contact</u>		<input type="checkbox"/> 23	<input type="checkbox"/> 30
0 Rarely meet			
1 See at meals only			
2 Share some family life			
3 Spend time together on their own (Leisure, domestic)			
4 As integral part of family			
<u>Quality of relationship</u>		<input type="checkbox"/> 24	<input type="checkbox"/> 31
0 Close, warm			
1 Mainly friendly			
2 Neutral, not especially involved			
3 Mainly negative, quarrelsome			
4 Discordant, hostile			
5 Mixed - mildly friendly and quarrelsome			
8 IX			
9 NA			
6 Mixed - extremes of closeness and hostility			
<u>SECOND INTERVIEW ONLY</u>		<input type="checkbox"/> 25	<input type="checkbox"/> 32
0 Same child as before			
1 Different child			
<u>Quality of relationships with any other children living at home.</u>		<input type="checkbox"/> 33	<input type="checkbox"/> 34
Best			
Worst			

P30

EXTENDED FAMILY - MATERNAL

Now, I'd like to ask a bit about X's contact with other members of the family.

Let's start with your side of the family.

Where do your parents live ?

If both alive, but not together, ASK:

Are they divorced or separated ?

When did this happen ?

Has either remarried ?

If ALIVE, ASK for each :

How old is he/she ?

Is he/she in good health ?

Does he/she work ?

What does he/she do ?

How often does X see them ?

Do they visit you ?

Do you and X visit them ?

How often ?

How long do you (X) stay ?
(esp. if at a distance)

How does X get on with them ?

What do they do together ?

Does X talk about them ?

If MGP's live far away:

Does he talk to them on the 'phone ?

If DEAD, ASK:

When did he/she die ?

Did X know him/her ?

How did they get on ?

How did X react when Y died ?

If there is a STEP GRANDPARENT, ASK the same questions about him/her.

Pc 30

MATERNAL EXTENDED FAMILY

One or both living:

0 Yes

1 No

X's CONTACT WITH MGP's

(Code for closest relationship, if differ.)

Frequency

0 None over past year

1 Correspondence/telephone only

2 Holidays - 1-3 times a year

3 About 4 to 11 times a year

4 Once or twice a month

5 Once in 1-2 weeks

6 At least weekly, usually 2-3 x wk

7 Daily/nearly daily (incl living with family)

8 DK

9 NA

Activities

0 Visits - family

1 Share special time together - more than just family visit

2 Share caretaking at all

3 Considerable caretaking - very regular & frequent - weekends &/or during week

4 1 and 2 5 = 1 and 3

8 DK

9 NA

Quality of Relationship

0 Very close, warm

1 Positive, but less close

2 Neutral, not very close

3 Mainly negative, lacking affection

4 Fraught, discordant

5 Mixed - mildly positive and negative

6 Mixed - extremely positive and/or negative

8 DK

9 NA

(Code = 1 unless there is clear evidence that relationship is better or worse.)

PARENT - MGP RELATIONSHIP

0 Very good, close

1 Average, get on, minor strains

2 Neutral, not very close

3 Mainly tense, negative

4 Fraught; don't get on at all well

CARD 7

35

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37

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39

P 31

MOTHER'S SIBS

Do you have any brothers and sisters ?

If YES:

How many ?

What are their names ?

For each, ASK:

How old is Y ?

Where does Y live ?

Is Y married ?

Does Y have children ?

How many ?

How old are they ?

For all uncles, aunts, cousins, ASK:

Does X see them ?

How often ?

How do they get on ?

What do they do together ?

Is X close to any of them ?

Who ?

Why do you think that is so ?

RECORD FAMILY STRUCTURE: X's contact and relationship with each relative

Number	0 None 1 One etc 7 Seven or more 8 DK	Sisters	<input type="checkbox"/> 40
		Brothers	<input type="checkbox"/> 41
		Deceased sibs	<input type="checkbox"/> 42
		Their children	<input type="checkbox"/> 43
Their children (X's cousins) 0 None 3 9+ 1 1-3 4 Yes, unknown number 2 4-8			
Ordinal position	0 Only child 1 Eldest 2 Second born etc 6 Sixth or later born 7 Middle child, exact position unknown 8 DK 9 NA	Mother's ordinal position	<input type="checkbox"/> 44
<u>X's CONTACT - AUNTS/UNCLES (maternal)</u>			
<u>Frequency</u>	0 Never, rarely see (once a year or less) 1 Rarely see; correspond/telephone 2 Holiday contact 1-3 x year 3 See more often in the year 4 At least monthly 5 2-3 times a month 6 Several times a week 8 DK 7 Daily/almost daily 9 NA	<u>Frequency</u>	<u>Closest</u> <input type="checkbox"/> 45 (or only one)
<u>Kind</u>	0 Family occasions only 1 Visit each others homes; holiday 2 Do things together - in or out of home 3 Special activities/interests	<u>Kind</u>	<input type="checkbox"/> 46
<u>Closeness</u>	0 Little or none 1 Some 2 Definite 3 Very close	<u>Closeness</u>	<input type="checkbox"/> 47
<u>Strain</u>	0 None 1 Some 2 Moderate 3 Marked	<u>Strain</u>	<input type="checkbox"/> 48
		<u>Others (predom)</u>	<input type="checkbox"/> 49
		<u>Freq</u>	<input type="checkbox"/> 50
		<u>Kind</u>	<input type="checkbox"/> 51
		<u>Closeness (best)</u>	<input type="checkbox"/> 52
		<u>Strain (worse)</u>	<input type="checkbox"/> 52

Cousins

Closest one

Relationship with cousins (maternal)

Contact

- 0 None, rare
- 1 Occasional - 1-3 a year, holidays only
- 2 Up to monthly
- 3 2-3 times a month
- 4 about weekly
- 5 more often

Contact

☐ 53

Closeness

- 0 None, little, neutral
- 1 Some - a bit close
- 2 Definite - get on quite well
- 3 Marked - very close, share lot

Closeness

☐ 54

Strain

- 0 None - rarely argue/fight
- 1 Some - minor squabbling
- 2 Moderate - often squabble, some fights
- 3 Marked - frequent and/or intense conflict

Strain

☐ 55

others
(predominant)

Contact

☐ 56

Closeness

☐ 57

Strain

☐ 58

EXTENDED FAMILY - PATERNAL

What about your husband's (Y's) side of the family:

Where do his parents live ?

IF both alive, but not together, ASK:

Are they divorced or separated ?

When was this ?

Has either remarried ?

IF ALIVE, ASK for each:

How old is he/she ?

Is he/she in good health ?

Does he/she work ?

What does he/she do ?

How often does X see them ?

Do they visit you ?

How often ?

Do you and X visit them ?

How often ?

How long do you (X) stay ?
(esp. of PGP's live at a distance)

How does X get on with them ?

What do they do together ?

Does X talk about them ?

IF PGP's live far away,

Does X talk to them on the 'phone ?

IF DEAD, ASK:

When did he/she die ?

Did X know him/her ?

How did they get on ?

How did X react when Y died ?

If there is a STEP-GRANDPARENT, ASK same questions about him/her.

PATERNAL EXTENDED FAMILY

One or both living:

0 Yes

1 No

X's CONTACT WITH PGP

(Code for closest relationship, if differ.)

Frequency

0 None over past year

1 Correspondence/telephone only

2 Holidays - 1-3 times a year

3 About 4 to 11 times a year

4 Once or twice a month

5 Once in 1-2 weeks

6 At least weekly, usually 2-3 x wk

7 Daily/nearly daily (incl living with family)

8 DK 9 NA

Activities

0 Visits

1 Share special time together

2 Share caretaking at all

3 Considerable caretaking

4 1 and 2 or 3

8 DK

9 NA

Quality of Relationship

0 Very close, warm

1 Positive, but less close

2 Neutral, not very close

3 Mainly negative, lacking affection

4 Fraught, discordant

5 Mixed - mildly positive and negative

6 Mixed - extremely positive and/or negative

8 DK

9 NA

PARENT - PGP RELATIONSHIP

0 Very good, close

1 Get on, minor strains

2 Neutral, not very close

3 Mainly tense, negative

4 Fraught; don't get on at all well

CARD 8

7

8

9

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11

P 33

FATHER'S SIBS

Does your husband (Y) have any brothers and sisters ?

If YES, ASK:

How many ?

What are their names ?

For EACH, ASK:

How old is Y ?

Where does Y live ?

Is Y married ?

Does Y have children ?

How many ?

How old are they ?

For all uncles, aunts and cousins, ASK:

Does X see them ?

How often ?

How do they get on ?

What do they do together ?

Is X close to any of them ?

Who ?

Why do you think this is so ?

RECORD: FAMILY STRUCTURE: X's contact and relationship with each relative.

Po 33

CARD 8

FATHER'S SIBS and families

Number 0 None Sisters
1 One etc. Brothers
7- Seven or more
8 DK Deceased sibs
Ordinal position Their children
0 Only child Father's ordinal
1 Eldest position:
2 Second born etc.
6 Sixth or later born
7 Middle child - position unknown
8 DK 9 NA

X's CONTACT AUNTS/UNCLES

Frequency

0 Never, rarely see (once a year or less)
1 Rarely see; correspond/telephone
2 Holiday contact 1-3 x year
3 See more often in the year
4 At least monthly
5 2-3 times a month
6 Several times a week 8 IX
7 Daily/almost daily 9 NA

Kind: 0 Family occasions only Kind
1 Visit each others homes; holiday
2 Do things together - in or out of home
3 Special activities/interests

Closeness 0 Little or none Closeness
1 Some
2 Definite
3 Very close

Strain 0 None Strain
1 Some
2 Moderate
3 Marked

Frequency 21
Kind 22
Closeness (best) 23
Strain (worse) 24

Others (predominant)

Closest 17 (or only one)

18

19

20

21

22

23

24

Relationship with cousins (paternal)

Contact

- 0 None, rare
- 1 Occasional - 1-3 a year, holidays only
- 2 Up to monthly
- 3 2-3 times a month
- 4 about weekly
- 5 more often

Contact

☐ 25

Closeness

- 0 None, little, neutral
- 1 Some - a bit close
- 2 Definite - get on quite well
- 3 Marked - very close, share lot

Closeness

☐ 26

Strain

- 0 None - rarely argue/fight
- 1 Some - minor squabbling
- 2 Moderate - often squabble, some fights
- 3 Marked - frequent and/or intense conflict

Predom

☐ 27

Others
(predominant)

Contact

☐ 28

Closeness

☐ 29

Strain

☐ 30

CONTACT WITH OTHER CHILDREN

Now I'd like to ask you a bit about any children X sees.

Does X see any children outside of school, apart from his brothers and sisters (and the cousins you have told me about).

If NO, Probe - any neighbourhood children?

your friends' children?

anyone else

none in play-grounds?

has he seen any children during the past month?

If still NO, ASK:

Why is that?

Probe for reasons - eg. Are there no children around?

Don't you like him to mix with children? Why?

Has X ever had playmates?

PROBE: Did he play with any children either occasionally or regularly when he was littler?

Who with?

When was this?

How old was he?

If X did play in past, ASK:

Why does he no longer see these children?

If UNCLEAR from spontaneous comments and questioning, in NO/YES section,

ASK:

Does X seem to show any interest in wanting to be with other children or not?

Probe, if necessary: How? In what way?

CONTACT WITH OTHER CHILDRENRECENTTYPEAmount of contact

- 0 None, rarely sees
1 Some, but infrequent, irregular (1-3 times in 3 months); very few clubs
2 Some (about monthly)
3 Quite frequent (weekly to fortnightly)
4 Frequent and regular (weather permitting for outdoor games) - several times a week.
8 IX
Visits to each other

Casualty in playgrounds parks

Regular playgroups, clubs

Outdoors in neighbourhood

Family visiting

Visits to each other

If code for above is 0 or 1,

Parent's reasons for no/minimal contact now; or for any restriction of contact

- 0 No children in neighbourhood
1 Moved (X or other) and lost contacts, not established others
2 Parent has no time to/doesn't arrange it (feels should)
3 Doesn't encourage/facilitate contact; friends; X not 'into' friends
4 Limits because concerned about safety
5 Limits because X will be adversely influenced by others
6 Child refuses to/won't mix/play with others
8 IX
9 NA

Amount of contact compared with past:

- 0 Less now
1 Similar
2 More now - at clubs; neighbourhood etc only
3 More now - visiting etc. only
4 More now - mixture of 1 & 2
8 DK
9 NA

X's interest in children's company (See separate coding note)

- 0 Rejects, is critical of available company
1 Never asks to play out, have children in
2 Asks in general for company
3 Asks for particular children
4 Very preoccupied with having friends; sensitive about friends
8 IX
9 NA

☐ 7
☐ 8
☐ 9
☐ 10
☐ 11

2 main reasons

☐ 12
☐ 13

☐ 14

☐ 15

Coding Note on Pc34, Card 9, no 15

X's INTEREST IN CHILDREN'S COMPANY

- 0 Rejects, is critical of available company
Seems to hold himself aloof from children, actively
criticises or avoids company
- 1 No special interest - does not actively avoid children
may play when children are around but never asks to play out
or have children in to play
- 2 Shows general interest - asks for children's company,
seeks it out, likes being with children generally Is not
anxious about contact with children
- 3 Shows interest in children - and in particular children
May want to be with children in general, but also (or only)
wants the company of some particular or special friends
- 4 Shows preoccupation with having friends An element of
anxiety about having friends or being accepted by children
Sensitivity about friendships, relationships which goes beyond
normal, easygoing interest and upset when things aren't going
too well

LIST CHILDREN AND THIS INFORMATION ABOUT EACH
(from prev. pg 33)

Name	Age	Boy/Girl	How often do they see each other?	Where	How long have they known each other?	How did they meet?
------	-----	----------	---	-------	---	--------------------------

Kind of relationships

With children X sees only in neighbourhood, parks, clubs etc

Their age

- | | | |
|---|-----------------------------------|-----|
| 0 | around his age | Age |
| 1 | mostly older (12-18mths or more) | |
| 2 | mostly younger (12-18mths +) | |
| 3 | mixture incl own age | |
| 4 | mixture of younger and older only | |

Sex

- | | | |
|---|---------------------------|---------------------------------|
| 0 | Exclusively/mainly boys | (or preference, if both around) |
| 1 | Both sexes fairly equally | " " " " " " } |
| 2 | Exclusively/mainly girls | " " " " " " } |

Who

- | | | |
|---|-----------------------------------|-----|
| 0 | One particular child only | Who |
| 1 | Any of small group of 3-4 | |
| 2 | Any of up to 6/7 | |
| 3 | Any of 8+ pool of children | |
| 4 | Loose group/pool - size not known | |

Size of group, usually

- | | | | | |
|---|--|---|-------------------------|-------|
| 0 | Dyad only | 4 | No real contact, though | Group |
| 1 | Small group (2-4) | | is with children | |
| 2 | Larger group or gang | | | |
| 3 | Unclear - varies depending on who is out | | | |

Do/Play together

- | | | |
|---|----------------|-----------------------|
| 0 | No | Loose physical play |
| 1 | A bit | (running, bikes) |
| 2 | Usually, a lot | Imag, organised games |

Fights/Squabbles

- | | | |
|---|---|-------|
| 0 | None | |
| 1 | Minor squabbles, seldom fights | |
| 2 | Moderate amount, mainly squabbling, some fights | |
| 3 | Considerable amount of mild squabbling and fighting | |
| 4 | Considerable amount of serious squabbling, fighting | F & S |
| 5 | Serious problem - almost always in squabbles/fights | |

Mischievous
destructive etc

Who does he see most often ?

REJOIN WITH THIS CHILD AND, ASK THE FOLLOWING QUESTIONS ABOUT EACH CHILD in turn (in order of frequency of contact, or parents' choice)

1. Thinking over the past 4-6 weeks,

How often has he seen Y (outside of school) ?

Is this typical ?

Is it usually the 2 of them or do they see each other (play) with others as well ?

If others too: How do they get on together?

Is this always the case, or do they also play by themselves ?

How long has he known Y ?

How did they meet ?

Where do they see each other ?

Probes - visit each others homes ?

public places e.g. park, gym club ?

other ?

What do they do or play together ?

How do they get on with each other ?

Does either one usually take the lead in their play ?

If YES: Who ?

Does the other accept this happily or not ?

If NO: How do they decide what to do ?

Do they squabble much ?

When does this happen ?

Do they go so far as fighting ?

If YES: How does this happen ?

Can you describe a recent episode:

Probes: How did it start ?

How long did it go on for

How did it end

Is this typical ?

If NO: Why ?

What usually happens ?

If NO: Is this because you keep an eye on them ?

Do you sort out squabbles before they come to blows ?

If YES: How ?

Can you describe a recent example ?

Regular friends (code for the 5 he sees often. Begin with 'best' friend - if any)

NB - Code only for children seen indiv or in friends; small groups, & other than in parks, estates, playground, streets etc.

Age: 0 12mths younger
1 6-12mths younger
2 + 6 mths
3 6-12 mths older
4 1-2 yrs older
5 Much older
8 IX
9 NA

Sex: 0 Male
1 Female
9 NA

Sees: 0 2-3 times only (new friend)
1 Holidays only
2 Less than once a month/6 weeks
3 Once in 3-4 weeks
4 Once a week - 2 weeks
5 At least 2-3 times a week
8 IX
9 NA

Has known: For P1-2:
0 Since P1-1
1 3-6 months
2 6 to 12 mo.
3 Longer than 12 mo.
4 Since under 12-15 mo.
5 Longer, since 12-15 months old
6 Longer, since under 12-15 months

Met: 0 Parents' were friends before/since I's birth/babyhood (-12mths)
1 Parents were friendly since I was 12 mths
2 Same neighbourhood/estate
3 At previous playgroup/club, childminder etc.
4 At current school/class
5 Other - sib's friend; through sibs being together
8 IX
9 NA

Where met:

0 Mainly in neighbourhood, garden - ie. but if weather permits
1 Clubs, parks only
2 Visit at home, joint outings
3 and whole family visits/outings

*Met - Coding notes:

- Code 1. Parents friendly - includes being work colleagues; meeting through mutual friends
- If met both through parents being friendly and living in same neighbourhood, code 1 ie. parents friendly.
- Similarly if met through parents, neighbourhood and school, code the informal link unless the first contact was through school.

CARD 9

1 2 3 4 5

24 5 7 30 53

CARD 10

1 2 3 4 5

24 5 7 30 53

25 52 8 31 54

26 53 9 32 55

27 54 10 33 56

28 55 11 34 57

29 56 12 35 58

Friends cont...		CARD 9					CARD 10				
		Do together:		Activity		1	2	3	4	5	
		0 No		Watch TV		30	57	13	36	59	
		1 Yes				31	58	14	37	60	
		2 A favourite/main activity		Constructive play, games		32	59	15	38	61	
				Symbolic play		33	60	16	39	62	
				Talk, mess about, unspecified play		34	61	17	40	63	
				Active, eg. chase, bikes		35	62	18	41	64	
				Books, draw		36	63	19	42	65	
						37	64	20	43	66	
						38	65	21	44	67	
						39	66	22	45	68	
						40	67	23	46	69	
						41	68	24	47	70	
						42	69	25	48	71	

2.		3.	
Name	Age	Name	Age
How often ?		How often ?	
With others or not ?		With others or not ?	
How first met :		How first met :	
Where met now :		Where met now :	
Play/do :		Play/do :	
Get on :		Get on :	
Lead :		Lead :	
Squabble :		Squabble :	
Fight :		Fight :	
Supervision :		Supervision :	

Leader:		Frequency	
0	I definitely follow	0	Seldom, never
1	Take turns (equally), both dominant or argue	1	Occasionally - odd occasions
2	Joint agreement - no obvious turn-taking; no conflict - mesh well	2	Sometimes/often - but in fewer than 40% of play sessions
3	I definitely leads	3	Frequently - up to 75% of their meetings
8	IX	4	Almost every time together
	9 NA		

Squabbles & Fights	
Occurrence - Kind	
0 Rare	
1 Squabble, occasional hit	
2 Squabble and hit out	
3 Fight seriously/or prevented from doing so	
9 NA	

Usual begin by:	
0 Other child	
1 Either; joint disagreement	
2 I	

How:	
0 In play; sharing/turn taking	
1 Provocation/teasing	
2 Deliberate fighting	

Resolve:	
0 By themselves	
1 Come to parent/adult	
2 Parent intervenes to stop	
3 Parent intervenes to stop and sort out/discuss	
8 IX	
9 NA	

Enjoiment of company:	
0 No, not keen to see again	
1 Varies	
2 Mostly enjoys	
3 Enjoys very much	
9 NA	

4	
X is keen on other child, but other child is far less interested ie. not mutual	

Friends cont..

4. Name Age Sex
How often ?
With others or not ?

How first met :

Where meet now :

Play/do :

Get on :

Lead :

Squabble :

Fight :

Supervision :

5. Name Age Sex
How often ?
With others or not ?

How first met :

Where meet now :

Play/do :

Get on :

Lead :

Squabble :

Fight :

Supervision :

Size of group: (Predominance)

- 0 Mainly as a pair - parent arranged
1 As a pair, by choice
2 Include sibs sometimes but not other children
3 With other children - 3-4 sometimes - may also include sibs but definitely includes others too
4 Always as part of group
8 DK 9 NA

Group: - Code only if above code is 2-4. Otherwise code to PI-9. (First 1 - code for any group contact prior to PI-1. PI-2 = code for period between interviews)
4 Don't play well - rivalrous, gang up against each other

- 3 Just don't play well - out of hand, can't organise selves
2 Play fairly well
1 Play very well

Parent's view of relationships

- 0 Get on extremely well
1 Get on fairly well
2 Don't get on very well
3 Bad influence on each other
4 Other child is a bad influence on I
5 I bad influence on other child

Additional Friends - includes children of 'family friends'
Number of additional friends (exclude sibs of friends unless they play together regularly)

- 0 = None
1 = One etc - 7-7 or more 8 DK

Sex

No of boys

No of girls

Age

- 0 Mostly X's age
1 Mostly older (12-18mths or more)
2 Mostly younger (12-18mths or more)
3 Mixture including own age
4 Mixture of younger and older only

Quality of relationships

Positive - is any of these closer than above+5

- 0 No
1 Yes, a bit
2 Yes, a lot

Conflict/Strain - is there any more strain, in any of these relationships, than above +5

CARD 9

1 2 3 4

43 70 26 49 72

CARD 10

1 2 3 4

44 71 27 50 73

CARD 11

7

8

9

10

11

12

Are any of these children special friends of X ?

If YES: Who ?

What is different (special) about their friendship ?

When did X begin to show an interest in playing with other children ?

How old was he ?

Did he see any children regularly or occasionally before he started at

Nursery school ?

If YES: ASK for each child:

Who ?

How old was X then ?

And how old was Y ?

Where did they see each other ?

Did X go to a play group or any other club/group before he went to the Nursery ?

If YES, ASK for each group/club:

Where ?

For how long ?

How did he get on there ?

Has X ever been to another child's party ?

If YES, ASK:

When was his first one ?

Has he been to any recently ?

Who's parties has he been to ?

Probe - friends ?
relatives ?

Does he join in the activities ?

Does he enjoy the parties ?

If NO, ASK:

Why is that ?

Is a Special/best friend

- 0 No
1 Yes

Reasons: (code for up to 2
best friends)

Known long
Sees most of Y
Play better together
Is fondest of Y

Interest in children began: (ie. children outside of nuclear family)

- 0 Within past 6 months
1 Since 3 years old
2 Since about 2 years old
3 After 12 months old
4 Before 12 months old

Contact with children began:

- 0 Not before Nursery School
1 From aged 2 years
2 From aged 12 months
3 From aged 6 months
4 Younger than 6 months
8 IX

Regularity of contact and where: (excluding relatives)

- 0 None
1 Occasionally (less than monthly)
2 Sometimes (2-3 times a month)
3 Often (weekly)
4 Very often (several times a week)
5 Daily (about 5 times a week)
- Visiting
1-2 hrs.
baby-sitting
2-1 day
baby-sitting
Clubs

At Playgroup

- 0 No
1 Briefly (3 mths) and/or irregularly
2 Regularly - 3-6 mths
3 Regularly - 6 mths or longer

Parties

- PX Been to: (Codes 2-4 may include relatives in
addition to friends)
0 0 None
1 1 Relatives only
2 2 Few Friends' (1-3) parties
3 3 To 4-5 friends' parties
4 4 To more friends parties
5 5 Sib's friends parties only; go 'as a family' only
- Enjoymnt
0 Reluctant, won't separate or join in
1 Initial reserve, joins in; occasional reluctance
2 Enjoys and joins in

CARD 9		CARD 10				
1	2	3	4	5		
46	73	28	52	75		
1	47	2	74			
	48		75			
	49		76			
	50		77			

CARD 11

☐ 13

☐ 14

☐ 15

☐ 16

☐ 17

☐ 18

☐ 19

☐ 20

☐ 21

What happened on X's last birthday ?

Probes: Did he have a party ?

Who came ?

Family ?

Friends ?

Did he enjoy it ?

Is this what usually happens on his birthday ?

(Was it his first party?)

Does X see any other children or grown ups regularly or occasionally ?

If YES: Who ?

List and probe as appropriate:

How important do you think it is for X to mix with other children now ?

Why do you think that is ?

(Record response)

Do you think it will be important for X to be able to get on reasonably with others when he's older ?

How important do you think it is for X to be able to stand up for himself and fight his own battles ?

Do you need to do anything to help him with this ?

Does X manage to stand up for himself or not ?

Has he always been like that ?

If NO, How has he changed ?

CARD 11

Own parties: a) 0 0 Never has one 1 1 Family and relatives only 2 2 One-two close friends 3 3 Party/outing with friends 3 4 PI-2 only - had first party for last birthday since PI-1 b) 0 Did not enjoy, unhappy 1 Bit anxious, but participated 2 Fine 3 Thoroughly enjoyed	a) <input type="checkbox"/> 22
Parents' attitudes about mixing with children: 0 No opinion, not thought about it 1 Not important, not especially encouraged 2 Is a bit important 3 Important 4 Very important Reasons: a) Number 0 None 1 One etc. 7 Seven or more b) Kind of reasons: 0 No 1 Yes Learn to get on with/ relate to children Learn to share, give and take Company Need to get on in life Enjoyment *Other	<input type="checkbox"/> 24 <input type="checkbox"/> 25 <input type="checkbox"/> 26 <input type="checkbox"/> 27 <input type="checkbox"/> 28 <input type="checkbox"/> 29 <input type="checkbox"/> 30 <input type="checkbox"/> 31 <input type="checkbox"/> 32
STANDS UP FOR HIMSELF a) Parents' attitudes: 0 Don't encourage at all; discourage all fighting; tell X to 1 Mixed feelings about encouraging it 2 Encourage non-physical coping only 3 Encourage self defence only 4 Encourage X to be tough X stands up for himself b) Not at all 1 A little; gets adult help sometimes 2 Manages most times; not necessary for adults to intervene 3 Very well indeed - appropriate 4 Too well; in lots of fights Compared with the past: 0 Manages less well now (ie. inappropriately) 1 Same 2 Better now (ie. more appropriately)	<input type="checkbox"/> 33 <input type="checkbox"/> 34 <input type="checkbox"/> 35

P 41

Would you describe yourself and your husband/(Y) as sociable people or do you prefer to keep to yourselves ?

What kinds of contact do you like to have ?

Do you have a particular circle of friends or not ?

Who do you see mostly ?

Do you go out or have friends round ?

Have you always been like this ?

And your husband (Y) ? Is he the same as you or not ?

Does he have different friends or people he goes out with ?

Has he always been like this ?

Do you regard yourself as healing or do you have problems with your health that stop you from doing things you want to do ?

If has problems, ASK:

What problems ?

Have you had them long ?

Do you ever feel very low, miserable or anxious, worried about things ?

How bad does this get ?

Does it stop you from doing things you want to ?

Have you had to see your doctor or anyone else about it ?

Does it come and go

or have you been like this for sometime ?

How long ?

What about your husband (Y) ? Does he have any problems with his health ?

If YES, What ?

How long has he been like that ?

Does he ever feel very low, or miserable or anxious or worried about things ?

How bad does it get ?

Does it stop him from doing things he wants to ?

Has he had to see the doctor or anyone else about it ?

Does it come and go

or has he been like this for sometime ?

How long ?

Po 41

Parents sociability

Perception of self/spouse:

- 0 Clear indication of social discomfort
- 1 Not very sociable/interested
- 2 Quite sociable
- 3 Very sociable

Social contacts

- 0 Mainly family
- 1 Casual contacts - neighbours, in pubs, clubs etc.
- 2 Regular contacts over common interests; not close friends or friendship is restricted to these settings/activities
- 3 Contact with a few close friends only (in addition to family contact)
- 4 Socialise with a circle of friends
- 5 Frequent socialising with friends, others

Parents' well-being

Physical health

- 0 Well
- 1 Minor ups and downs
- 2 Chronic problems, but not very debilitating
- 3 Serious, debilitating ill health

Psychological health

- 0 Well
- 1 Mild anxiety or depression
- 2 PMT (mothers only)
- 3 Anxiety over jobs, housing, finances etc.
- 4 Anxiety/depression affecting the family
- 5 Being treated for psychological problems

CARD 11

Mother Father

☐ 36 ☐ 40

☐ 37 ☐ 41

☐ 38 ☐ 42

☐ 39 ☐ 43

SECOND INTERVIEW ONLY

Code for any major changes at home or school. Information may have emerged from the interview. If not, check the categories indicated on the coding sheet opposite.

Home

Any changes of home or family composition

What has been the effect on the child?

His behaviour

relationships in the family

relationships with children

school behaviour and relationships development

SECOND INTERVIEW ONLY

Any major changes (Columns 52 - Code for changes that occurred after 2nd assessment of X at school. Possible because of time lag between school and home assessments.)

- 0 None
- 1 Moved home
- 2 Family composition
- 3 Moved and family has changed
- 8 DK

Parent perceptions changes in X

- 0 Great improvement
- 1 Some improvement
- 2 None
- 3 Some deterioration
- 4 Considerable deterioration
- 5 Other changes
- 8 DK

Behaviour

Relationships in family

Relationships with children

At school - work, peers etc. Development

X's school placement at time of this interview

- 0 Nursery School
- 1 Infant School, for all the assessment
- 2 Infant School now; seen in Nursery School - Code in Second column, no 58 only.

FOR CHILDREN AT INFANT SCHOOL:

Transfer

- 0 Transfer went smoothly, X is settled
- 1 Some initial settling in difficulty only
- 2 Difficulties persisted for more than 4 weeks
- 3 Marked, persistent difficulties at school
- 4 Marked, persistent difficulties at home and school

School

For children in infant school

How did he adjust to the transfer?

Probe if necessary.

CARD 11

☐ 44 ☐ 52

☐ 45 ☐ 53

☐ 46 ☐ 54

☐ 47 ☐ 55

☐ 48 ☐ 56

☐ 49 ☐ 57

☐ 50 ☐ 58

☐ 51 ☐ 59

Well I've asked you many questions. There is just one more thing I'd like you to do. Could you please fill in this questionnaire. (Explain how to do it.)

Well I've asked you lots of things. Is there anything you'd like to ask me ?

Explain again about the project if necessary and stress that all the data is quite confidential.

After FIRST INTERVIEW, explain that you will be following up the children to see how they change over a few months and will be visiting again to ask about this, if parent agrees to it.

After SECOND INTERVIEW, explain that this is the end of the project; thank parent for all the help; let her know that we shall have results in about 12 months time and will be pleased to let them know about them then.

APPENDIX C8.2**PARENT INTERVIEW - COMPOSITE VARIABLES**

Higher order composite variables were created by grouping discrete items into conceptual ones by summing component scores. Missing values are ignored so any errors are in the direction of minimizing the total score.

BACKGROUND:

PARIO = sum (PAR124, PAR125, PAR126, PAR127, PAR128, PAR129, PAR130)
OTHERS IN HOUSEHOLD (anyone - adult or child)
0 -- number no-one -- no of persons

PARIC = sum (PAR135, PAR136, PAR137, PAR138)
CONDITION OF HOME (space, decoration, furniture, tidiness)
0 - 12 Excellent -- very poor

PARIS = sum (PAR141, PAR142)
SATISFACTION WITH HOME AND ENVIRONMENTT
1 - 10 very satisfied -- most dissatisfied

HEALTH AND SEPARATIONS:

PAR1GP = sum (PAR143, PAR144, PAR145, PAR146)
AMOUNT OF GP CONTACT (any reason)
0 - 8 no contact -- much contact

PAR1H = sum (PAR151, PAR155)
HOSPITAL CONTACT FOR PHYSICAL PROBLEMS
0 - 6 no contact -- much contact, past and pres at T1

PAR1HO = sum (PAR152, PAR153, PAR154, PAR156, PAR157)
HOSPITAL CONTACT FOR DEVELOPMENTAL, PSYCHOLOGICAL
DUBIOUS PROBLEMS
0 - 10 none -- lot

PX1H = sum (PAR1GP, PAR1HO, PAR151)
TOTAL CONTACT WITH MEDICAL SERVICES
0 - 17 none -- lot

PX1W = sum (PAR147, PAR148, PAR149, PAR150)
OVERALL HEALTH
0 - 14. good -- poor

PAR1CP = sum (PAR158, PAR159, PAR160, PAR161, PAR162)
CHRONIC HEALTH PROBLEMS
0 - 10 number and severity of health problems

PX1RH = sum (PAR164, PAR 165)
 RESPONSE TO HOSPITAL/MEDICAL PROCEDURES
 0 - : no hosp., no adverse response -- very distressed

PAR2S = sum (PAR207, PAR208, PAR209, PAR210, PAR211)
 SEPARATIONS number and duration
 0 - 20 frequency and duration

PAR2T = sum (PAR212, PAR213, PAR214, PAR215, PAR216)
 EARLIEST AGE OF SEPARATIONS
 0 - 20 none before 3 years -- early and various

PAR2VA = sum (PAR223, PAR224)
 VISITS TO ADULTS
 0 - 5. Seldom, infrequent -- often, frequent

PAR2VC = sum (PAR229, PAR230, PAR231)
 VISITS TO CHILDREN
 0 - 8 seldom -- often, frequent

PAR2B = sum (PAR 234, PAR236)
 BABYSITTERS
 0 - 8 parents only -- many, including unfamiliar

PAR2DS = sum (PAR 241, PAR246)
 DAY CARE SATISFACTORY
 0 - 4' satisfactory -- very unsatisfactory now and earlier

PAR2DK = sum (PAR239, PAR244)
 DAY CARE - PREDOMINANT TYPE
 0 - 12' none -- mixed in and out of home, past and now

PAR2RP = sum (PAR219, PAR226, PAR233, PAR237, PAR242, PAR247)
 PREDOMINANT REACTION NOW
 0 - 30: none -- marked distress in separations

PAR2RS = sum (PAR220, PAR225, PAR232, PAR238, PAR243, PAR247, PAR248)
 SEVEREST REACTION TO SEPARATION
 0 - 30. none -- marked distress to separation

PSYCHOLOGICAL PROBLEMS:

PAR2PS = sum (PAR249, PAR250)
 PARENTAL PERCEPTION OF EMOTIONAL/BEHAVIOURAL
 DIFFICULTIES
 0 - 10: none -- several, definite, severe

PAR2D = sum (PAR254, PAR255, PAR257, PAR259, PAR261)
 CURRENT PROBLEM WITH ANY BASIC FUNCTION (eating,
 sleeping or toileting)
 0 - 30: none -- many, serious problems

PAR2A = sum (PAR263, PAR264, PAR265)

ACTIVITY AND CONCENTRATION

0 - 6 no problem -- active, restless, poor concentration

PAR2H = sum (PAR226, PAR267, PAR268, PAR269, PAR270, PAR271, PAR272, PAR273)

HABITS

0 - 16 none -- many, definite

PAR2M = sum (PAR274, PAR275, PAR276)

MISERABLE

0 - 6 happy -- distressed, difficult to comfort

PAR3F = sum (PAR307, PAR308, PAR309, PAR310, PAR311, PAR312, PAR313, PAR314, PAR315, PAR316)

FEARS

0 - 18. none -- many, severe fears

PAR3R = sum (PAR317, PAR318)

RITUALS, FUSSY

0 - 4; none -- definitely

PAR3T = sum (PAR319, PAR320)

TANTRUMS, DESTRUCTIVE

0 - 4 none -- definite

PAR2Z = sum (PAR252, PAR2D, PAR2A, PAR2H, PAR2M, PAR3F, PAR3R, PAR3T, PAR321)

TOTAL PROBLEM SCORE

Sum of 8/9 problem areas

0 - x. none -- many, serious

PAR2ZZ = PAR252 + PAR2D/10 + PAR2A/3 + PAR2H/6 + PAR2M/3 + PAR3F/10 + PAR3R/2 + PAR3T/2 + PAR321

TOTAL SCORE, EQUAL WEIGHTING TO ALL 8/9 PROBLEM AREAS

X = Sum (each scale/number of items) of problems

PAR2PPZ = PAR2M/3 + PAR3F/10 + PAR3R/2 + PAR3T/2

TOTAL OF 4 PSYCHOLOGICAL PROBLEM AREAS

X = Sum of mood, tantrums, fears, rituals - equal weighting

LANGUAGE AND PLAY:

PAR3L = sum (PAR322, PAR323, PAR24, PAR325)

SPEECH AND LANGUAGE IN PRESENT

0 - 8: none -- many problems

PAR3LP = sum (PAR326, PAR327, PAR328, PAR329)
 SPEECH AND LANGUAGE IN PAST
 0 - 8 none -- many problems

PAR3P = sum (PAR330, PAR331, PAR332, PAR333, PAR334)
 INDOOR PLAY
 0 - 15 none -- wide range and/or has favourite play activities

PAR3PO = sum (PAR335, PAR336, PAR337)
 OUTDOOR PLAY
 0 - 9 none -- several favourites

PX3P = sum (PAR3P, PAR3PO)
 ALL PLAY
 0 - 24 none -- wide range

PAR3S = sum (PAR 338, PAR339)
 SOCIAL PLAY INTEREST
 0 - 6 can/does play alone -- always plays with others

RELATIONSHIP WITH PARENTS:

PAR3M = sum (PAR340, PAR341, PAR342, PAR343, PAR344, PAR345, PAR346)
 ACTIVITIES WITH MOTHER - INDOORS
 0 - 21 none -- yes, wide range, regular

PAR3MO = sum (PAR347, PAR348, PAR349, PAR350)
 OUT OF HOME ACTIVITIES WITH MOTHER
 0 - 12 none -- wide range, regularly

PX3M = PAR3M + PAR3MO
 ALL ACTIVITIES WITH MOTHER
 0 - 33. none -- many, often

PAR3D = sum (PAR351, PAR352, PAR353, PAR354, PAR355, PAR356, PAR357)
 INDOOR ACTIVITIES WITH FATHER
 0 - 21: none -- yes, wide range, regular

PAR3DO = sum (PAR358, PAR359, PAR360, PAR361)
 OUT OF HOME ACTIVITIES WITH FATHER
 0 - 12: none -- wide range, regularly

PX3D = PAR3D + PAR3DO
 ALL ACTIVITIES WITH FATHER
 0 - 33 none -- many, often

SIBLINGS:

PAR4P = sum (PAR413, PAR414, PAR415, PAR416, PAR417, PAR418, PAR419,
PAR420, PAR421)

RANGE OF PLAY WITH CLOSEST SIBLING

0 - 18 no play -- wide range

PAR4M = MEAN (PAR423, PAR424)

SUPERVISION NEEDED WITH SIBLING · amount and reasons

0 - 2 very little -- lot, conflict & troublesome

PAR4S = sum (PAR427, PAR428, PAR429, PAR430*-1, PAR431)

SQUABBING WITH CLOSEST SIBLING

0 - 13 none -- serious, often

PAR4F = sum (PAR432, PAR433, PAR434, PAR435*-1, PAR436)

FIGHTING WITH CLOSEST SIBLING

0 - 13 none -- serious, often

PAR4SF = MEAN (PAR4S, PAR4F)

SQUABBLES AND FIGHTS

0 - 13: none -- serious and often

PAR4J = sum (PAR437, PAR438, PAR439, PAR440)

JEALOUSY IN CLOSEST SIBLING RELATIONSHIP

0 - 10 none -- intense, longstanding

PAR6G = MEAN (PAR619, PAR620, PAR621)

HOW GETS ON WITH 2+ SIBLINGS IN DIFFERENT SITUATIONS

0 - 3 good -- intense friction and jealousy

PAR6B = MEAN (PAR612, PAR613, PAR614)

ACTIVITIES WITH YOUNG SIBLING (<18 months old)

0 - 3 very little interest -- frequent involvement

RELATIONSHIP WITH PARENTS:

PAR6M = sum (PAR623, PAR624, PAR625)

RELATIONSHIP WITH MOTHER

0 - 10 very good -- very difficult

PAR6D = sum (PAR626, PAR627, PAR628)

RELATIONSHIP WITH FATHER

0 - 10. very good -- very difficult

PAR6MD = sum (PAR6M, PAR6D)

RELATIONSHIP WITH BOTH PARENTS

0 - 20. very good -- very difficult

PAR6T = sum (PAR631, PAR632, PAR633, PAR634, PAR636, PAR637)
 MOTHER'S RANGE OF DISCIPLINARY METHODS AND
 FREQUENCY OF USE
 0 - 28. none -- wide range, used often

PAR6X = sum (PAR638, PAR639, PAR640, PAR641, PAR642, PAR643, PAR644)
 FATHER'S RANGE OF DISCIPLINARY METHODS AND
 FREQUENCY OF USE
 0 - 28 none -- wide range, used often

PAR6TX = sum (PAR6T, PAR6X)
 DISCIPLINE OF BOTH PARENTS
 0 - 56 none -- wide range, often

PAR6A = sum (PAR648, PAR649, PAR650)
 PARENTS' AGREEMENT ON DISCIPLINE
 0 - 9 full agreement -- serious disagreement on standards, method
 and who disciplines

PAR6C = sum (PAR655, PAR656, PAR657, PAR658, PAR662, PAR663)
 MOTHER'S IRRITABILITY AND CONTROL
 0 - 22 rarely irritable -- often irritable, own reasons and deals poorly
 with it

PAR6O = sum (PAR659, PAR660, PAR661, PAR664, PAR665)
 FATHER'S IRRITABILITY AND CONTROL
 0 - 20 rarely irritable -- often irritable, own reasons and deals poorly
 with it

PAR6CO = sum (PAR6C, PAR6O)
 BOTH PARENTS' IRRITABILITY AND CONTROL
 0 - 44 none -- often irritable for personal reasons

PAR6K = sum (PAR666, PAR670)
 CHILD CENTRED (Mother & Father)
 0 - 4 childcentred -- both parent-centred

PAR6L = sum (PAR667, PAR671)
 NATURE OF CONTROL (Mother & Father)
 0 - 6: demanding, effective -- undemanding, low control

PX6L = sum (PX667, PX671)
 PARENTAL CONTROL AND EFFICACY (rescaled)
 0 - 4. good, effective - poor, ineffective

PAR6E = sum (PAR668, PAR672)
 CONFLICT (Mother & Father)
 0 - 4 none -- lot with both parents

PAR6F = sum (PAR669, PAR673)

CONFLICT RESOLUTION (Mother & Father)

0 - 8. shared goals, no conflict -- poor resolution

PX6F = sum (PX669, PX673)

PARENTAL CONFLICT RESOLUTION (rescaled)

0 - 8 little conflict - conflict poorly resolved

PAR6P = sum (PAR666, PAR667, PAR668, PAR669)

MOTHER'S PARENTING STYLE

0 - 10 child-centred, effective, shared goals -- parent-centred, ineffective, goals not mutual

PAR6Q = sum (PAR670, PAR671, PAR672, PAR673)

FATHER'S PARENTING STYLE

0 - 10. child-centred, effective, shared goals -- parent-centred, ineffective, goals not mutual

PAR6PQ = SUM (PAR6P, PAR6Q)

PARENTING STYLE (COMBINED MOTHER AND FATHER)

0 - 20 child-centred, effective -- parent-centred, fraught

EXTENDED FAMILY:

PAR7A = sum (PAR711, PAR716, PAR717, PAR718)

RELATIONSHIP WITH OTHER ADULTS IN HOME

0 - 18 close, warm -- negative, hostile

PAR7B = sum (PAR7U, PAR749, PAR750, PAR821, PAR822)

CONTACT WITH ALL AUNTS AND UNCLES

0 - x no contact -- frequent contact, many activities together

PAR7C = sum (PAR724, PAR731, PAR733, PAR734)

RELATIONSHIP WITH OTHER CHILDREN IN HOME

0 - 18. close, warm -- negative, hostile

PAR7M = sum (PAR736, PAR737)

CONTACT WITH MATERNAL GRANDPARENTS

0 - 12: very little -- lot of contact

PAR7F = sum (PAR740, PAR741, PAR812, PAR813)

NUMBER OF AUNTS AND UNCLES (MATERNAL AND PATERNAL)

0 - NUMBER. none -- number

PAR7W = sum (PAR743, PAR815)

NUMBER OF COUSINS (MATERNAL AND PATERNAL)

0 - 8 none -- many

PAR7U = sum (PAR745, PAR746, PAR817, PAR818)
 CONTACT WITH AUNTS AND UNCLES (MATERNAL AND
 PATERNAL)
 0 - 20: none -- considerable amount

PAR7G = sum (PAR747, PAR751, PAR819, PAR823)
 ATTACHMENT TO AUNTS AND UNCLES (MATERNAL AND
 PATERNAL)
 0 - 12 none -- close to several

PAR7S = sum (PAR748, PAR752, PAR820, PAR824)
 STRAIN IN RELATIONSHIP WITH AUNTS AND UNCLES
 0 - 12 none -- considerable with several

PAR7X = sum (PAR753, PAR756, PAR825, PAR828)
 CONTACT WITH COUSINS (MATERNAL AND PATERNAL)
 0 - 20 none -- considerable with several

PAR7Y = sum (PAR754, PAR757, PAR826, PAR829)
 CLOSENESS TO COUSINS (MATERNAL AND PATERNAL)
 0 - 12: none -- close to many

PAR7Z = sum (PAR755, PAR758, PAR827, PAR830)
 STRAIN IN RELATIONSHIPS WITH COUSINS (MATERNAL AND
 PATERNAL)
 0 - 12 none -- considerable with several

PAR8F = sum (PAR808, PAR809)
 CONTACT WITH PATERNAL GRANDPARENTS
 0 - 12. very little -- lot of contact

PAR11P = sum (PX1120, PX1122)
 CHILDREN'S PARTIES
 0 - 9: no parties -- own and other with friends

PAR11E = sum (PAR1121, PAR1122)
 ENJOYMENT OF PARTIES
 0 - 4 does not enjoy -- enjoys a lot

PAR11M = sum (PAR1124, PAR1125)
 PARENTS ATTITUDE TO C MIXING WITH CHILDREN
 NOW AND IN FUTURE
 0 - 8 no views -- very important

PARENTS' SOCIABILITY:

PAR11S = sum (PAR1136, PAR1137)
 MOTHER'S SOCIABILITY
 0 - 8 discomfort, family only -- sociable with friends

PAR11F = sum (PAR1140, PAR1141)
 FATHER'S SOCIABILITY
 0 - 8 discomfort, family only -- sociable with friends

PAR11SF = SUM (PAR11S, PAR11F)
 Mother and father's sociability
 0 - x unsociable - both very sociable

AVERAGED DATA

T12 = T1 + T2 for variables

ONLY EXCEPTIONS ARE hospital contacts, language problems, past problems that ante-date the first assessment are included only once Thus, averaged score T12 = PAST + T1 + T2.

FRIENDS

PAR9C = sum (PAR907, PAR908, PAR909, PAR910, PAR911)
 CONTACT WITH OTHER CHILDREN
 0 - 20 none -- considerable in diverse settings

PAR9P = sum (PAR920, PAR921)
 PLAY WITH CHILDREN IN CASUAL SETTINGS
 0 - 4. no play -- 2+ types of play

PAR9B = sum (PAR946, PAR973, PAR1029, PAR1052, PAR1075)
 BEST FRIENDS
 0 - 5. no best friend -- 5 close friends

PX9F = sum (PX924, PX951, PX1007, PX1030, PX1053)
 NUMBER OF REGULAR FRIENDS/PLAYMATES
 0 - 5 none -- 5 closest

PZPF = sum (PX924, PX1107)
 TOTAL NUMBER OF FRIENDS IN NETWORK
 0 - x. none -- number

FOR BOYS WITH AT LEAST ONE CLOSE FRIEND, THE FOLLOWING VARIABLES ARE CALCULATED BY ARRAY OF SCHEDULE CODES (PAR924 -- PAR1074)

1 AGE closest friends (1-5 friends)

AGEY - number of younger friends (6+mo)
 RAGY - proportion younger
 AGE0 - number of older friends (6+mo)
 RAGO - proportion older
 RAG2 - proportion same age (± 6 mo)

2 SEX of CLOSEST friends

NSEX 0 - number of boys
 NSEX1 - number of girls
 PAR9Y - proportion of boys

3 FREQUENCY of CONTACT

NSEEX - number sees at least once a month
 PSEEX - proportion sees at least once a month
 NSEY - number sees at least fortnightly
 PSEY - proportion sees at least fortnightly

4 DURATION OF FRIENDSHIP

NKNOW0 - NKNOW4 number has known short-long time
 PKNOWX - proportion has known at least 12 months
 PKNOWY - proportion has known since 12-15 mo old

5 HOW MET

NMET0 - NMET 5: NUMBER MET IN VARIOUS WAYS
 PMETX - proportion met through parents' longstanding friendships
 PMETY - proportion met in playgroup/school
 PMET2 - proportion met in neighbourhood
 PMET4 - proportion met in current class

6. WHERE MEET

NWHE0-NWHE3 - number meets in different places regularly
 PWHE0 - proportion who see each other in neighbourhood
 PWHE2 - proportion who visit each other

7. WHO LEADS

NLEAD0/-NLEAD3 - number of times C is leader/follower
 PLEAD2 - proportion of joint/egalitarian friendships

8. FIGHTING AND SQUABBLING

NFI0-NFI3 - number of friendships characterised by low conflict -- high conflict

NFIX - number of friendships with serious conflict (scores 2 & 3)

PFIX - proportion of friendships characterised by serious fighting

9 CONFLICT RESOLUTION

RES0-RES3 - number who resolve by selves -- parents stop

RESX - number requiring parental intervention

PRESX - proportion dyads needing parental intervention

10 ENJOYMENT OF FRIENDSHIP

NLIK0-NLIK4 - number not enjoyed -- number enjoyed very much

PLIKX - proportion friendships enjoyed

11 SIZE OF PEER GROUP

NGPX - number of friends sees mainly as a dyad

NGPY - number of friends sees mainly in a group

PGPX - proportion of friends seen as dyad

PGPY - proportion of friends seen in group

PGP4 - proportion of friends seen only in a group

12 HOW GROUP GETS ON

GPF10 - number of groups that play well together

GPF11 - number of groups that get on badly

13 PARENT'S VIEW OF FRIENDSHIP

NWEL0 - NWEL5 - number of friends gets on with very well -- number gets on with badly

NWELX - number who get on badly (scores 2-5)

PWELX - proportion of poor relationships

NWELZ - number who are bad influence on each other (scores 3-5)

PWELZ - proportion who are bad influence on each other

NWELY - number who get on well (scores 0-1)

PWELY - proportion who get on well

P9MS = sum (PAR 922/3), PAR923/6)

amount of mischief, conflict in group play in casual settings

0 - 6 none -- serious

FISQ1 = sum (PAR937, PAR938, PAR939, PAR940)

Fighting and squabbling in closest friendship

0 - 10. rarely -- serious, often

FISQ2 -- FISQ5 - (Fighting and squabbling with friends 2-5)

FISQX = MEAN(FISQ1 -- FISQ5)
'Average' fighting and squabbling per friendship

NFRL = (NSEE4 or NSEE5) AND (NKNOW2 or NKNOW4)
number of friends sees often (at least fortnightly) and has known long
(since aged 12-15mo)

PFRL = proportion of friends sees often and known long

NFRS = number of friends met at school and sees often (fortnightly+)
(from NMET4 AND NSEE4/NSEE5)

PFRS = proportion of friends sees often, met at school

NFRR = sum (NSEE4, NSEE5) - NFRS
number of friends sees often, not met at school (i.e. knows from elsewhere)

PFRR - proportion of friends sees often, met elsewhere than school

PAR9P1 = sum (PAR930, PAR931, PAR932, PAR933, PAR934, PAR935)
RANGE OF PLAY WITH FRIEND1
0 - 12 very little -- wide range, often

PAR9P2 - PAR9P5 - range of play with friends 2-5

PAR9PX = sum (PAR9P1 -- PAR9P5)/PAR9F
0 - 12 average range of play per friend

PAR9B = sum (PAR946, PAR973, PAR1029, PAR1052, PAR1075)
0 - 5 number of friends who are best friends

PX9B - proportion of friends who are best friends

PAR11C = sum (PAR1115, PAR1118, PAR1119)
Amount and regularity of contact through visiting, playgroups, clubs
0 - 9 none -- lot, often

PAR11D = sum (PAR1116, PAR1117)
Contact through childminding
0 - 4. none -- regular, often

PX11P = sum (PX1120, PX1122) (rescaled)
Parties attended and own
0 - 8 none -- many with children

APPENDIX C9

HIGHER ORDER COMPOSITE VARIABLES

These composites have been created on averaged data only. Equal weighting was given to each measure included in a composite by dividing the variable by its standard deviation (total sample sd). For the parenting composite variables, the range of scores was used instead of standard deviation.

On all scales, low scores indicate no/fewer problems and high scores indicate greater difficulties.

1 TEMPERAMENT - cross-situational school and home measures

TEMP = sum (REACH12/0 893 * -1, (MCTOT12/5 876)/9)
using McDevitt-Carey total score, averaged for 9 scales

TEMP1 = sum (REACH 12/0 893 * -1, MC1012/1 886)
using McDevitt-Carey diagnostic classification

2 PSYCHOLOGICAL PROBLEMS = cross-situational school and home measures

PROB = sum (BEHAR12/11 346, SPAR2PPZ/1 929)

3 SCHOOL SOCIAL BEHAVIOUR - overall composite

SCHSOCX = sum (WEIR12/10 652 * -1, TSOCS/1 508 * -1,
TTEARS/0 894 * -1, AGGRS/15 21)

4 RELATIONSHIPS WITH MOTHER, FATHER and BOTH PARENTS - composites of aspects of relationships

Relationship with mother:

SP6MA = sum (SPX3M/9* -1, SPAR362/4* -1, SPAR6M/5, SPAR6T/8.5,
SPX645, SPAR6C/14 5, SPAR6P/7 5)

Relationship with father

SP6FA = sum (SPX3D/7 5* -1, SPAR364/4* -1, SPAR6D/6, SPAR6X/7,
SPX646, SPAR6O/7 5, SPAR6Q/9 5)

Extent of agreement between parents:

SP6JP = sum (SPAR336/3* -1, SPAR6A/5, SPAR653/5)

Overall joint parenting/parent-child relationship

SP6T = sum (SP6MA, SP6FA, SP6JP)

